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ABSTRACT

The directory includes descriptions of over 130 developmental screening instruments for preschool and elementary aged children. The first section provides background regarding the development and use of screening programs, including the legal and social implications of screening. The second section discusses the criteria (administration, population, measurement, and test selection) to consider in the selection of a screening instrument. The final section contains information on specific screening devices in the following developmental areas: social/emotional, language/cognition, speech and articulation, fine motor, gross motor, visual reception, auditory reception, and self-help skills. Appended are a tabular summary of all instrument described in the directory and information on the SEARCH (Special Education and Related Child Health) Literature File on Screening. (PHR)

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DIRECTORY OF DEVELOPMENTAL SCREENING INSTRUMENTS

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PREFACE

The Directory of Developmental Screening Instruments contains three basic sections, each of which will be useful when making decisions regarding the selection of screening devices. The first section, the Introduction, provides a background regarding the development and use of screening programs. The second section, Selection Criteria for a Screening Instrument, discusses issues to consider in choosing a screening test. The last section, the Directory of Instruments, contains information about specific screening devices. The information was chosen for its usefulness in making decisions about the appropriateness of a screening instrument. The directory itself includes descriptions of more than 130 devices available for screening preschool and elementary aged children in the following developmental areas: social/emotional, language/cognition, speech and articulation, fine motor, gross motor, visual reception, auditory reception and self-help skills. Those instruments not available for distribution or lacking sufficient information to constitute an entry were not included. The appendices contain 1) the Matrix, which is a tabular summary of all instruments described in the directory and 2) information about the SEARCH Literature File on Screening. It is hoped that this directory will aid the user in narrowing the field of tests to consider when planning a screening program.

PROJECT SEARCH

Special Education and Related Child Health

SEARCH is a one year planning and a two year operational project, focusing on the development of a screening and early identification system for locating all handicapped children, ages 0-21, who reside in Minneapolis. The planning year of the project, December 1975 to July 1976, emphasized a comprehensive detailing of all school and community screening and identification resources. A massive review of literature, referred to as the SEARCH Literature File on Screening, has been abstracted and computerized. The literature file includes descriptions of screening programs, health and developmental screening instruments, and research findings regarding screening procedures and early identification methods. During the second year of the project, SEARCH staff, in cooperation with members from various community agencies, developed a comprehensive Child Find system for screening and identifying handicapped four year old children. The development of this system involved evaluation and field testing of various screening instruments, critique of early identification and screening programs used nationwide and continued review of the literature. The third year of Project SEARCH will allow for further development, implementation and evaluation of the Minneapolis screening and early identification program.

7

TABLE OF CONTENTS

Introduction

Definitions.................................... 1
Historical Perspective......................... 1
Purposes of Screening.......................... 2
Legal and Social Implications of Screening........ 5
References..................................... 7

Selection Criteria for a Screening Instrument

Administrative Criteria........................ 9
Population Variables........................... 10
Measurement Criteria........................... 11
Test Selection Criteria........................ 13

Directory of Instruments

Definition of Instrument Descriptors.............. 15
Reference Abbreviations........................ 21
Directory...................................... 22
References..................................... 297

Appendices

Appendix A: Instrument Matrix..................... 301
Appendix B: SEARCH Literature File on Screening.. 319

INTRODUCTION

INTRODUCTION

Screening and locating handicapped children are currently major concerns of educators, parents and community groups. School districts and communities are moving quickly to establish screening programs for large groups of children, particularly those soon to enter school. Project SEARCH (a Title VI-B project within the Minneapolis Public Schools) is one effort to coordinate available information and materials related to screening and child find systems. This document presents facts and ideas intended to assist school districts and communities in the selection of screening instruments to best fit their particular populations, educational alternatives and budgetary limitations.

Definitions

As defined by Project SEARCH, a screening test is an instrument which can be administered in a relatively short session to an individual or group. A screening test provides information to help identify individuals who may have a handicap or disability, who require further assessment and possible intervention. In this directory, we are only concerned with "developmental" screening tests, tests which assess skills in nonmedical areas. "Child Find" is defined as the process of locating handicapped children. This might be accomplished through a screening test, media campaign or other procedure.

Historical Perspective

The fact that many children enter kindergarten and first grade with various disabilities has long been known. School districts have used some type of group "school readiness" evaluation for years, as aids to kindergarten placements, remedial groupings, etc. Research studies indicate that the number of children who begin school with some handicap which will hinder school achievement may be as high as 40%. (Lessler, 1972; Rogolsky, 1968).

Interest in providing early remediation or treatment to overcome such handicaps is not new. However, not until the Great Society movement of the 1960's was there a systematic effort to fund and implement programs for preschool children. Notably, Head Start, Perry Preschool Project (Weikart, 1972) and the DARCEE Project (Gray & Klaus, 1965) were forerunners in the early education movement. However, these programs were "permissive" in that their implementation was not required by law: their existence was determined by the availability of funds and community cooperation.

Research resulting from the OCD/HEW funded and university-related efforts largely substantiated the effectiveness of early intervention (cf. Bronfenbrenner, 1975; Heber & Garber, 1975; Rynders & Horrobin, 1975; etc.). With increasing evidence that preschool programs could reduce or prevent educational handicaps, parents and professionals pressed for appropriate means to identify those children who could benefit from early intervention. Many such efforts existed as quick screening tests at kindergarten round-ups or as optional features of community health clinics. Some districts heavily committed to preschool programs (even ahead of the mandate) experimented with approaches to the mass screening of all four year olds.

In 1975, the enactment of Public Law 94-142 by the federal government made the identification of young handicapped children mandatory. Up to that time, identification efforts had been optional, unsystematic and/or experimental. Appropriations of federal funds to schools now depends upon the development and implementation of early identification systems by individual states and districts.

Historically, in education it has been much easier to establish a goal (e.g., to identify all handicapped individuals from birth to 21 years) than to carefully consider how that goal may best be attained. While there no longer is an option to establish an early identification plan within a state or community, there are numerous, if not infinite, measures and procedures available which may or may not be relevant to the needs of a given group or to the intent of a screening program. Children who in the past have been excluded from public education must be sought and identified. Federal legislation does not clarify how this will be done, nor does it specify the purposes of this identification.

Purposes of Screening

Selection and implementation of a screening test program require careful consideration of a number of variables, and most importantly, a clear understanding of the intent of the screening process. Administering a screening test is just one procedure for identifying a group of children who may be handicapped. The information obtained from the test is not specific - it will rarely pinpoint deficiencies or atypical development. The information will not provide a diagnosis or prescription for treatment. The information obtained through a screening test is useful only in determining which children are in need of further study, which children may be in need of extra services and which children are functioning within normal limits. Thus, a major reason for administering screening tests is to select those children in need of a more thorough evaluation.

The purpose of a screening program may be to identify all handicapped children within a given population (e.g., an entire school district), or to identify smaller segments of the population (e.g., four year old hearing impaired children, children from a given geographic area, etc.). Therefore, screening measures must be appropriate for the specific population it seeks to identify. Available screening instruments are not equally suited for minority populations, rural groups, three year olds, etc.

What is the severity and/or type of handicap to be identified? A screening device designed for one purpose, for example, to find only very severely handicapped children or only language handicapped students, generally will be inappropriate if applied in a different situation (such as when the goal is to identify children with all degrees of disability). A test which does not discriminate well between hearing handicaps and language handicaps may meet the screening needs of a program seeking to identify all "atypical" children. It would not meet the needs of a program intended to locate children in need of speech therapy.

While screening tests are not to be used as diagnostic or prescriptive devices, they may be used to facilitate placements in kindergarten or elementary school classrooms, if such placements are broadly defined and planned for children "at risk" for school difficulty. Certainly, screening instruments can be validly used to facilitate referrals for more intensive assessment services.

Screening tests have often been used to predict future achievement. However, the predictive validity of these measures varies considerably from one instrument to another. If the major purpose of a screening test is prediction, selection should be made with much caution. Any test is only a sample of the behavior of the individual, and the shorter, more global the measurement, the smaller is the sample of behavior. Use of any screening measure for long-range prediction seems unwarranted, particularly with younger children. Prediction of rather general behaviors (e.g., difficulty learning to read, poor school adjustment) from spring testing to fall placement seems to be a more appropriate use of screening instruments.

Finally, screening tests, regardless of construction, scoring standards and item content, are intended to differentiate those children who do and those who do not seem to be handicapped. Therefore, the tests must be used in reference to some standard of development. "Criterion-referenced" tests, which increased in popularity and availability recently, measure performance relative to precise objectives. These measures can be used as screening devices, if the objectives of the test are developmentally based and developmentally interpreted. To identify a child as "different", as "handicapped", or as needing some further treatment and assessment is to apply some norm to that child's behavior. The test used to make the initial identification must also, then, apply some norm to that child's pattern of development. The standards applied must, of course, be appropriate and relevant to the population being screened. A white middle class standard is a legitimate one for any individual if we wish to compare that individual's development or behavior with that of typical white middle class perons, or predict future performance within that group. If we seek to find only those children who may not succeed in a largely low SES minority neighborhood kindergarten, we should only use tests which incorporate the standards for behavior of that population. Generally, available "criterion-referenced" tests are most useful when applied to curriculum planning and ongoing evaluation of achievement, rather than as screening instruments.

In summary, the primary purpose behind any screening effort is to find children with possible handicaps, children who need diagnostic assessment and who require possible intervention. Screening measures do not and should not be used to provide diagnosis or curriculum guidance. Such measures represent only small samples of behavior and therefore are of limited value in predicting later achievement. Since the identification of children who may be handicapped implies adherence to some type of standard, only tests with appropriate norms should be used; criterion-referenced measures are only useful as screening devices if the objectives used have developmental basis allowing for the differentiation of one group of children from another.

While it may seem obvious that there is no purpose in identifying children for whom no further service will be given, mandates and public opinion can easily lead to the establishment of rather large-scale screening efforts. The requirement to identify children may lead to financing screening projects well ahead of carefully planned, sufficiently funded intervention programs. The only practical and ethical use of an identification process by itself is as a means of promoting interest in early treatment; identification procedures can provide data from which needed programs are then planned. However, without a strong commitment and financial resources from the community to go beyond the identification phase, the real purpose of screening will be lost.

Legal and Social Implications of Screening

If states and school districts are legally obligated to identify all handicapped children, the implications for the school system are numerous. Handicapped children will not just appear - they must be actively sought, particularly those with milder, less observable disabilities. State and federal laws, however, do not detail a process for "child find". Each school community is left to exercise its own judgment in determining the procedures to follow in identifying the handicapped population.

Some procedures may appear to conflict with other legislation which guarantees due process to all handicapped children and their parents, and with laws concerning privacy of records, informed consent, etc. The state requires identification of all handicapped children, yet other laws grant parents the right to refuse special educational assessments and placements. Will children be screened without parent consent? Parents and children have the right to personal privacy, yet medical histories, parent questionnaires, and family information are typically sought as part of a comprehensive screening program. How will this information be used? What safeguards must be applied to assure confidentiality of such information? These issues must be addressed before any screening effort is launched.

The selection of specific screening procedures should similarly take into account these issues. Items should directly relate to the identification of handicaps and should provide only necessary information for educational decision making. Some family information and developmental history is indeed relevant and often essential; careful examination of items under consideration can insure inclusion of only pertinent information.

Parental involvement is the crucial component of recent due process regulations. Test selection must, therefore, include some input from parents representing the population to be screened. To further assure adherence to due process standards, parents should be informed of the steps in the screening program, of their rights to deny such service, of the results of all testing and of their rights to refuse further assessment or intervention.

The issue of culture-fair, nondiscriminatory assessment must also be considered in planning a screening program. The use of standards derived from performances of white middle class children as the comparison basis for the performances of minority children has aroused much concern. (Mercer, 1973).

Will extensive screening perpetuate cultural bias in the identification and placement of handicapped children? Will a disproportionate number of minority and low SES children be referred to early intervention programs? Will the screening devices be relevant to the educational needs and survival skills required in the child's own community?

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SELECTION CRITERIA FOR A SCREENING INSTRUMENT

A critical step in developing a successful screening program is the careful selection of tests. The screening instrument should provide an objective set of data about a child's development, which will be used to make decisions about the child's educational needs. The test data alone should not be the only source of information, although it may be regarded as the single most crucial piece of information used in the identification of possible handicaps. Input from parents, day care or preschool staffs, informal observations, health reports, etc. can provide a context for interpreting test data more accurately. Given the base number of tests available for screening purposes, some criteria are needed in order to make appropriate selections. Generally, these criteria concern 1) administrative features, 2) population variables and 3) measurement features.

Administrative Criteria

An ideal screening test is one that provides information in a rapid and inexpensive manner. Financial allocations will in part set limitations upon test selection. Tests which require highly trained staff to administer, score and interpret results must be excluded wherever a large population must be screened with limited financial resources. Usually, employment of professionals to administer screening tests should not be necessary, regardless of budget. Thus, when reviewing a test, one should consider the time needed to train non-professionals to use it, and the level of education required for understanding the mechanics of the test's administration.

Tests vary widely in the length of time required for administration and scoring. There may not be much useful information gained by extending a test session from fifteen minutes to one hour, particularly with younger children who have short attention spans. If screening is to be completed in one session, a relatively short testing period is desirable. Certainly, the content covered by one single test must be weighed against the administration time: Screening for articulation deficits alone should take less time than a screening of general development.

Furthermore, tests vary in efficiency. The format of questions, ease of administration, type of scoring procedures and use of materials all contribute to a test's efficiency. A test of 30 minutes duration which has clear and specific directions, a well organized protocol and explicit scoring standards is far more efficient than another 30 minute measure which requires considerable rehearsal of administration, which elicits errors in recording responses and which is confusing to score. Results are meaningless if one cannot depend upon the uniformity or accuracy of administration.

The direct cost of test materials must also be considered. Tests which allow for use of common classroom materials (e.g., crayons, scissors, paper, etc.) are cheaper in the long run than tests which require purchase of special puzzles, consumable worksheets or expensive equipment. Costs must be interpreted carefully, however. Often the initial expense of equipment and manuals is offset by reusable task booklets and recording forms. Other tests which appear less expensive initially may end up costing more if one must buy elaborate recording booklets for large numbers of children.

Population Variables

The population to be screened is a critical factor in test selection. Who are the children to be screened? The locale and size of the group will certainly depend upon the intervention programs available. If preschool education is to be offered to a group of 20 children in a large urban area, perhaps one school neighborhood should be selected as the target population. If programs are to be offered to all eligible children within a school district, the screening program should then be aimed at all children of appropriate age in that community. The selection of the screening test must in part depend upon the number of children to be tested, so that costs can be projected. Time required to administer a test becomes more critical as the size of the population increases.

In addition to size, there are several other population characteristics that must be considered. The issue of cultural bias may be more serious in one group than another. Is it an urban or rural area? Is there a high degree of poverty? Are there many children for whom English is not a native language? Is there a significant number of minority children? How old are the children who will be screened? To determine appropriate test content, each of these questions must first be answered. There are screening tests available with Spanish versions, for example, which might be valuable in areas with large numbers of Mexican-American families, migrant workers, etc. Some tests have more items which are relevant to Native Americans, urban Blacks, rural families, etc. Most, however, are aimed at the majority culture. Some screening measures cover a wide age range (e.g., birth to six years, elementary age children), while others have been developed specifically for a narrow age range (e.g., the four to five year old child).

To be useful in screening, the device selected must fit the demands of the population. No device will be completely appropriate for every child tested, but a test which is not relevant to any significant minority groups within that population should be avoided wherever possible. The relevance of a test to a population must also be interpreted in light of the purpose of the screening program; that is, a test is appropriate to a given population if it will objectively select the children to be identified.

Measurement Criteria

Variables which concern the actual construction of the test include reliability of results, validity of content and performances measured, and the nature of the test's standardization. Most often this information is reported by the test's authors or publishers in the administration manual. Research literature which reports the results obtained by both the test's author and others may also be available. Sometimes, however, little or no data of this kind are included in a manual or research journal. When such information is not available one might question the use of the test on a large scale basis.

Reliability (often reported as a correlation coefficient) is the statistic that tells how accurately the test reflects the child's "true" performance. Given that a screening instrument can only yield a small sample of behavior, it is important that the sample be a representative one. Is the child's performance on this test today similar to his performance on the same test on another day, or will his performance fluctuate to a significant degree? Is the child's performance on some test items consistent with his performance on other similar test items? There are several methods for determining this reliability. In developing the test, researchers may have administered similar versions to the same children and compared performance: they may have correlated odd number items with even number items; they may have readministered the same test one week later and compared the results of the two tests. A reliable test will yield high reliability coefficients (e.g., +.90) when such comparisons are made.

Another type of reliability important to the selection of a screening test is the reliability of administration and scoring procedures. If two different examiners test the same child, they should obtain similar results. If two different people score a child's response, they should obtain similar results. Often this type of information is not reported by test publishers. A high degree of efficiency, as discussed earlier, will increase this type of reliability.

Reliability figures must be considered carefully. Interpretation of a given reliability figure should take into account the method used to obtain it, since several variables influence the values derived from different methods. Furthermore, any reliability estimate depends upon the particular population from whom it is computed. The greater the variability in the population, the higher the reliability figure. Thus, a reliability study that groups together several grade levels or that combines children with exceptionally high and low abilities will yield artificially high estimates of reliability.

The validity of the content and performances measured is also important to consider. What does the test measure? Does it cover the areas of possible handicap you wish to identify? Some tests include a broad range of skills but may have few items in one or more areas that are important to your program. Such a test may not identify the very children you are seeking. (For example, the Denver Developmental Screening Test, a widely used screening device, does not include many language items and may, therefore, miss many children with significant language handicaps.) Are the items and content areas included in the test, those which are indeed significant to educational development? Do the items actually measure the skills they are intended to measure? Often an item or set of items which purport to measure motor skills, for example, actually require comprehension of rather complex directions. Such items may in fact be more validly labelled as language comprehension tasks, therefore, a failure may not indicate a motor deficit at all! Careful review of available research reports and examination by experts are important in determining the validity of the test's content, as well as its usefulness in the prediction of handicaps.

Some screening test manuals report predictive validity coefficients. The coefficients relate the results of the screening test to later school performance or later testing. How well does performance on the screening test predict success or failure at a later time? Do children identified as handicapped by the screening measure really evidence handicaps in school? A test which includes items sampling those skills most relevant to school success will be most valid in terms of prediction. Predicting kindergarten or first grade achievement may not be crucial to many screening projects, however. The major intent may be to measure only the present functioning of the child, with subsequent intervention planned for those children currently experiencing difficulty. Since reported predictive validity coefficients are usually low (+.50-.60, at best) other variables of test construction seem to be more important considerations.

Since the characteristics of the populations to be screened are very important, the nature of the test's standardization is similarly important. For whom was the test originally intended? If the test's published norms are to be used, is the standardization group representative of the population to be screened? One should carefully review the method of standardization when planning to use published norms. How large a sample was originally tested to obtain the norms? What children were included in that sample? Do the norms indicate increasing performance with increasing development? If established norms appear inadequate for the purposes of a specific screening program, local norms can be established. In fact, local standards for "normal" development may be more relevant to the population's needs.

Test Selection Criteria

Many factors related to administrative, population and measurement criteria must be considered in the selection of a screening instrument. Ease and efficiency of administration, relevance of content and construction for the population to be screened, cost variables and statistical criteria of reliability, validity and standardization must all be reviewed carefully. The way one applies these criteria to test selection must vary with each individual situation, with the needs of each specific population. There is no one set of minimal standards for screening test selection. What is crucial to a successful screening program is not the screening test itself, but the manner in which the procedures are selected and used in light of the programs purpose, population characteristics, and available financial and human resources.

DIRECTORY OF INSTRUMENTS

Definition of Instrument Descriptors

Each instrument reviewed in this section is described according to 23 descriptors. In order to facilitate the user's understanding of the descriptors, each term is defined and is then illustrated with examples from the ABC Inventory, which happens to be the first instrument described in the directory.

In some cases, references for the information presented about a descriptor are available. When this is the case, the reference is noted in the box to the right of the directory. Abbreviations used for these references are described in a list following the definitions. If more than one source was used, a slash (/) within the text indicates the ending of one source and the beginning of the next. For those descriptors where sufficient information was unavailable, the entry space has been left blank.

NAME OF INSTRUMENT: Title of screening device

Example

NAME OF INSTRUMENT: The ABC Inventory

AUTHOR(S): Name of instrument developers

Example

AUTHOR(S): Adair, N., & Blesch, G.

PUBLISHER: Name of company, university, center or project that distributes the instrument

Example

PUBLISHER: Research Concepts

ADDRESS: Address of company, university, center or project that distributes the instrument

Example

ADDRESS: 1368 East Airport Road
Muskegon, Michigan 49444

COPYRIGHT DATE: Year that instrument was copyrighted

Example

COPYRIGHT DATE: 1965

NUMBER OF LEVELS: Number of age specific levels of the instrument

Example

NUMBER OF LEVELS: 1

NUMBER OF FORMS: Number of parallel forms of the instrument

Example

NUMBER OF FORMS: 1

INITIAL INVESTMENT: Cost of minimal materials needed to administer the instrument. This includes items such as the test kit, examiners manual, scoring grid, etc. An asterisk (*) following the figure indicates that a price taken from a source published before 1977 has been cited.

Example

INITIAL INVESTMENT: $2.00 (Specimen Set)
$5.90 (Set of 50)

COST PER PUPIL: Cost of consumable materials used in administering the instrument. This includes items such as response forms, worksheets, materials to be colored or cut, etc. An asterisk (*) following the figure indicates that a price taken from a source published before 1977 has been cited.

Example

COST PER PUPIL: $.10

ADMINISTRATION: Administration is to individuals or to groups of children

Example

ADMINISTRATION: Individual

ADMINISTRATOR: Level of training required of person who administers the instrument.
Professional indicates that a person must have special training, education or certification in a specific field to be an examiner.
Non-professional indicates that a person with no special training, education or certification in a specific field may be used as an examiner.
If information is available as to the specific type of person who is to administer the instrument, such as a teacher, a diagnostician, a speech clinician, etc., it is indicated in parenthesis.

Example

ADMINISTRATOR: Professional (diagnostician)

AGE-LOW: Minimum age of child for which instrument is appropriate

Example

AGE-LOW: 3 years 6 months

AGE-HIGH: Maximum age of child for which instrument is appropriate

Example

AGE-HIGH: 6 years 6 months

PURPOSE: Proposed use or purpose of the instrument, traits or skills measured, type of subtests and if stated, theoretical basis

Example

PURPOSE: Test is designed to identify children who are likely to fail in kindergarten or who are not ready for first grade. Test includes items which require drawing, copying, folding, counting, memory, general information, colors, size and time concepts.

TESTING TIME: Time required to administer the instrument

Example

TESTING TIME: 9 minutes

TYPE OF RESPONSE: Responses are obtained from the subject in a verbal or non-verbal form or information is obtained about the subject from a rater

Example

TYPE OF RESPONSE: Verbal, non-verbal

SCORING: Scoring is estimated to be easy, moderate or difficult. Machine scoring is noted if available.

Example

SCORING: Easy

Manual
PST-Stedman, D.J:

DATA OBTAINED: Number and type of scores obtained, such as raw scores, subtest scores, percentiles, stanines, cutoff points, etc.

Example

DATA OBTAINED: Raw scores; ready age (age equivalent)

QUALITATIVE FEATURES/CRITICISM: Critique of instrument and test materials in terms of design, durability, clarity, usefulness, ease of administration, editorial content, test construction and statistical information

Example

QUALITATIVE FEATURES/CRITICISM:
No special training needed to administer/ inappropriate data presented for reliability (comparing means of similar groups); features sacrificed in order to obtain simplicity; gaps in scoring instructions and standardization information; useful for research or group descriptions, not for prediction of an individual's success or failure/ standardization population probably inappropriate

TADS
PST-Stedman, D.J.
MMY-Weikart, D.P.

POPULATION CHARACTERISTICS: Special population for whom the test was specifically designed with regard to race, sex, handicapping conditions and SES

Example

POPULATION CHARACTERISTICS:
Immature children

PTM

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):
Data providing evidence that the instrument measures what it proposes to measure

TYPE:	Predictive validity followed by time interval or concurrent validity
MEASURE:	Test, subtest or rating scale used for comparison
FIGURE:	Correlation coefficient indicating validity of instrument
POPULATION:	Number of individuals, specific age groups and population characteristics, such as race, sex, handicapping conditions, SES and geographic location, which characterize the sample used in the validation study

Example

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

Concurrent validity; Stanford-Binet mental age with ready age: r=.78; N=14

1-Manual

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

Data indicating the degree to which results of a single administration are stable over time, testing conditions, examiners, etc.

TYPE: Type of reliability used such as inter-rater, test-retest, internal consistency and alternate forms. For test-retest reliability the time interval between administrations is stated. For internal consistency, the specific formula that was used is indicated, such as Kuder-Richardson 20 (KR-20), split-half or Spearman-Brown.

NARRATIVE: Relevant data such as description of raters, alternate forms, test items, category ratings, etc.

FIGURE: Correlation coefficient indicating reliability of instrument or percentage figure indicating percentage of agreement in assigning item or classification scores.

POPULATION: Number of individuals, specific age groups and population characteristics, such as race, sex, handicapping conditions, SES and geographic location, which characterize the sample used in the reliability study.

Example

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

[No information available]

STANDARDIZATION POPULATION: Description of the population on whom the instrument was standardized, including the total number of individuals, specific age groups and population characteristics such as race, sex, handicapping conditions, SES and geographic location

Example

STANDARDIZATION POPULATION:

N=166; ages 4-9 to 4-11; not controlled for SES/ children in this sample had a 26% first year failure rate

Manual
MMY-Weikart, D.P.

Reference Abbreviations

Following is a list of terms and abbreviations used in references cited in the individual instrument descriptions. For those sources which are collections of reviews, the name of the individual reviewer is also noted following the collection title. For sources in journals, the author's name follows the abbreviation LIT. For complete references, refer to the end of this section.

Author	Direct communication with the author
ETS	Educational Testing Service - *Test Collection*
LIT	Literature
Manual	Test Manual
MMY	*The Seventh Mental Measurement Yearbook* (O.K. Buros, Ed.)
MMY, 5	*The Fifth Mental Measurement Yearbook* (O.K. Buros, Ed.)
MMY, 6	*The Sixth Mental Measurement Yearbook* (O.K. Buros, Ed.)
PST	*Pediatric Screening Tests* (W.K. Frankenburg & B.W. Camp, Eds.)
PTM	*Preschool Test Matrix*
PUB	Information from the publishing company, university, center or project that distributes the instrument
RTR	*Reading Tests and Reviews* (O.K. Buros, Ed.)
TADS	Technical Assistance Development System - *Evaluation Bibliography*
User	Test user

NAME OF INSTRUMENT: The ABC Inventory

AUTHOR(S): Adair, N., & Blesch, G.

PUBLISHER: Research Concepts

ADDRESS: 1368 East Airport Road
Muskegon, Michigan 49444

COPYRIGHT DATE: 1965

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

INITIAL INVESTMENT: $2.00 (Specimen Set) $5.90 (Set of 50)

COST PER PUPIL: $ .10

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (diagnostician)

AGE-LOW: 3 YR/ 6 MO

AGE-HIGH: 6 YR/ 6 MO

PURPOSE: Test is designed to identify children who are likely to fail in kindergarten or who are not ready for first grade. Test includes items which require drawing, copying, folding, counting, memory, general information, colors, size and time concepts.

TESTING TIME: 9 minutes

TYPE OF RESPONSE: Verbal, non-verbal

NAME OF INSTRUMENT: The ABC Inventory

SCORING: Easy

MACHINE______

DATA OBTAINED: Raw scores; ready age (age equivalent)

Manual
PST-Stedman, D.J.

QUALITATIVE FEATURES/CRITICISM: No special training needed to administer/ inappropriate data presented for reliability (comparing means of similar groups); features sacrificed in order to obtain simplicity; gaps in scoring instructions and standardization information; useful for research or group descriptions, not for prediction of an individual's success or failure/ standardization population probably inappropriate

TADS
PST-Stedman,
D.J.
MMY-Weikart
D.P.

POPULATION CHARACTERISTICS: Immature children

PTM

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

1. Concurrent validity; Stanford-Binet mental age with ready age; r=.78; N=14

1-Manual

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

STANDARDIZATION POPULATION: N=166; ages 4-9 to 4-11; not controlled for SES/ children in this sample had a 26% first year failure rate

Manual
MMY-Weikart
D.P.

NAME OF INSTRUMENT: Adaptive Behavior Scales

AUTHOR(S): Nihira, N., Foster, R., Shellhas, M., & Leland, H.

PUBLISHER: American Association on Mental Deficiency

ADDRESS: 5201 Connecticut Avenue N.W.
Washington, D.C. 20015

COPYRIGHT DATE: 1975 (Revised); 1974 (Public School Version, Revised)

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 2 (5 to 12; 13 to adult)

INITIAL INVESTMENT: $5.00*
$7.00* (Public School Version)

COST PER PUPIL: $1.00*

ADMINISTRATION: Individual or group

ADMINISTRATOR: Professional (teacher)
Non-professional (parent)

AGE-LOW: 3 YR/ 0 MO

AGE-HIGH: YR/ MO Adult

PURPOSE: Behavior rating scale for school children, mentally retarded and emotionally maladjusted individuals. Scale assesses how individual copes with demands of environment as it taps different behavior domains.

TESTING TIME: 20 minutes

TYPE OF RESPONSE: Rater

NAME OF INSTRUMENT: Adaptive Behavior Scales

SCORING: Difficult MACHINE______

DATA OBTAINED: 24 scales; percentile ranks for MR population

MMY-Semmel, M.I.
MMY-Miller, L.C.

QUALITATIVE FEATURES/CRITICISM: Well constructed; easy to administer; provides important information for decision-making/ some items have inappropriate content for institutionalized individuals; subjectivity in interpretation of some items; norms require extension, revision to include non-institutionalized; reliability must be established and improved (inter-rater)

MMY-Miller, L.C.

MMY-Semmel, M.I.

POPULATION CHARACTERISTICS: Mentally retarded, emotionally disturbed/ norms suggest scale is most useful for children under 12 and of extremely low intelligence

PTM

MMY-Miller, L.C.

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

1. Inter-rater reliability; range of 24 scales; range: r=.40-.86; adult population

1-MMY-Miller, L.C.

STANDARDIZATION POPULATION: N=2800; patients from 63 institutions; relatively few cases at early age, high intelligence; lacks SES cross-section; local norms may be preferable

MMY-Semmel, M.I.

NAME OF INSTRUMENT: American School Reading Readiness Test

AUTHOR(S): Pratt, W.E., & Stouffer, G.A.W.

PUBLISHER: Bobbs-Merrill Company, Inc.
Test Division
ADDRESS: 4300 West 62nd Street
Indianapolis, Indiana 46206

COPYRIGHT DATE: 1964

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

INITIAL INVESTMENT: $1.10 (Specimen Set) $5.90 (Set of 35)

COST PER PUPIL: $.40

ADMINISTRATION: Individual or Group

ADMINISTRATOR: Professional (teacher, diagnostician)

AGE-LOW: 5 YR/ 0 MO

AGE-HIGH: 6 YR/ 0 MO

PURPOSE: Test measures child's readiness for beginning reading and predicts the rate of child's reading development. Subtests include: picture vocabulary, discrimination of forms, letter form recognition, letter combination recognition, word recognition, word matching, following directions and memory for designs.

TESTING TIME: 30 minutes

TYPE OF RESPONSE: Non-verbal

NAME OF INSTRUMENT: American School Reading Readiness

SCORING: Easy MACHINE______

PTM

DATA OBTAINED: 9 scores: vocabulary, discrimination of letter forms, letter combinations and geometric forms, word selection, word matching, following directions, memory of geometric forms, total score (from Form D, 1955); percentiles; stanines; predicted grade 1 reading scores for kindergarten and non-kindergarten populations

QUALITATIVE FEATURES/CRITICISM:

Separate instructions for each subtest emphasizes following directions; no new reliability or validity data in 1955 revision/ 1964 revision (Form X) identical with 1941 and 1955 forms except for subtest names and sequence, only slight changes in format and drawings

MMY,6-Bollen-
bacher, J.

RTR

POPULATION CHARACTERISTICS: First grade entrants

MMY

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

1. Predictive validity, 6 months; Gates Primary Reading Tests with each ASRRT subtest; range: r=.22-.43; kindergarten
2. Predictive validity, 6 months; Gates Primary Reading Tests with each ASRRT subtest; range: r=.17-.46; non-kindergarten

1-Manual

2-Manual

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

1. Internal consistency: Spearman-Brown odd-even; two studies, r=.95,.93; N not indicated
2. Alternate forms, 8 months; Form X (1964) with Form D (1955); r=.75

1-Manual

2-Manual

STANDARDIZATION POPULATION: N=1091; rural and urban school districts; additional standardization in nine states, with range of SES and other cultural factors; 39% of children had kindergarten experience

Manual

NAME OF INSTRUMENT: Anton Brenner Developmental Gestalt Test of School Readiness

AUTHOR(S): Brenner, A.

PUBLISHER: Western Psychological Services

ADDRESS: 12031 Wilshire Boulevard
Los Angeles, California 90025

COPYRIGHT DATE: 1964

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

INITIAL INVESTMENT: $13.50 (Kit)

COST PER PUPIL: $ .26

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (teacher, diagnostician)

AGE-LOW: 5 YR/ 0 MO

AGE-HIGH: 6 YR/ 0 MO

PURPOSE: Instrument used to identify school readiness, achievement and conceptual ability. Subtests include: number producing, number recognition, ten dot gestalt, sentence gestalt and draw-a-man.

TESTING TIME: 5 minutes

TYPE OF RESPONSE: Verbal

NAME OF INSTRUMENT: Anton Brenner Developmental Gestalt Test of School Readiness

SCORING: Moderate

MACHINE______

PTM

DATA OBTAINED: Total score; cutoff points of low, average, high

QUALITATIVE FEATURES/CRITICISM: Allusions to research findings not presented in manual or cited in references, supporting but inadequate when found; no support for suggested uses of identifying early and late maturing, gifted and retarded, emotionally disturbed children; not recommended due to ambiguity of application and interpretation

MMY-Deloria, D.J.

POPULATION CHARACTERISTICS: Suggested use for testing non-English speaking and culturally deprived is without support

MMY-Deloria, D.J.

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

1. Predictive validity, 7 months; achievement-ability ratings in test; r=.70
2. Predictive validity, 4 months/9 months; Metropolitan Reading Readiness; r=.75/.66
3. Concurrent validity, teacher ratings in test, social-emotional/achievement-ability; r=.82/.61; N=353

1-MMY-Deloria, D.J.
2-MMY-Deloria, D.J.
3-MMY-Deloria, D.J.

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

STANDARDIZATION POPULATION: N=750; ages 4-10 to 6-6; Michigan; insufficient description of Mt. Clemens, Michigan

MMY-Deloria, D.J.

NAME OF INSTRUMENT: Arizona Articulation Proficiency Scale: Revised

AUTHOR(S): Fudala, J.B.

PUBLISHER: Western Psychological Services

ADDRESS: 12031 Wilshire Boulevard
Los Angeles, California 90025

COPYRIGHT DATE: 1970

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

INITIAL INVESTMENT: $18.50 (Kit)

COST PER PUPIL: $ .26

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (teacher, diagnostician)
Non-professional (training required)

AGE-LOW: 3 YR/ 0 MO

AGE-HIGH: YR/ MO Adult

PURPOSE: Test used to determine a child's articulation proficiency. Scale assesses child's pronunciation of initial and final consonants as well as vowel sounds. Test identifies individuals who are in need of speech therapy.

TESTING TIME: 25 minutes

TYPE OF RESPONSE: Verbal

37

NAME OF INSTRUMENT: Arizona Articulation Proficiency Scale: Revised

SCORING: Easy

MACHINE_____

PTM

DATA OBTAINED: Age norms

QUALITATIVE FEATURES/CRITICISM: Well suited to needs of medical screening program; provides rapid and precise determination of misarticulations and of total articulatory proficiency

PST-Drumwright, A.F.

POPULATION CHARACTERISTICS: Normal and retarded children

User

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

1. Concurrent validity; ten judges' rating of speech defectiveness from tape recording; r=.92; N=45

1-PST-Drumwright, A.F.

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

1. Test retest reliability, 1 week; r=.96; N=105

1-PST-Drumwright, A.F.

STANDARDIZATION POPULATION: N=702; ages 3-0 to 11-11; 15 "average" elementary schools, 16 preschools; Seattle

PST-Drumwright, A.F.

NAME OF INSTRUMENT: Assessment Program of Early Learning Levels (APELL)

AUTHOR(S): Cochran, E.V., & Shannon, J.L.

PUBLISHER: Edcodyne Corporation

ADDRESS:

COPYRIGHT DATE: 1969

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

INITIAL INVESTMENT: $302.35* (Set of 35)

COST PER PUPIL: $ .50*

ADMINISTRATION: Group

ADMINISTRATOR: Professional (teacher)

AGE-LOW: 4 YR/ 6 MO

AGE-HIGH: 7 YR/ 0 MO

PURPOSE: Criterion-referenced test used to identify children's deficiencies in the areas of language skills, pre-reading and pre-mathematics. Manual provides instructional exercises to help improve learning areas in which children are found to be weakest.

TESTING TIME: 40 minutes

TYPE OF RESPONSE: Non-verbal

NAME OF INSTRUMENT: Assessment Program of Early Learning Levels (APELL)

SCORING: Easy

MACHINE x

PTM

DATA OBTAINED:

QUALITATIVE FEATURES/CRITICISM: Provides practical instructional exercises teacher can administer for weak points test profile provides

PTM

POPULATION CHARACTERISTICS:

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

1. Internal consistency: KR-20; range for unspecified populations; range: *r*=.78-.97

1-PTM

STANDARDIZATION POPULATION: N=300; kindergarten classes

PTM

NAME OF INSTRUMENT: Bankson Language Screening Test

AUTHOR(S): Bankson, N.W.

PUBLISHER: University Park Press

ADDRESS: Chamber of Commerce Building
Baltimore, Maryland 21202

COPYRIGHT DATE: 1977

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

INITIAL INVESTMENT: $14.95 (Set)

COST PER PUPIL: $ .20

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (teacher, diagnostician)

AGE LOW: 4 YR/ 1 MO

AGE HIGH: 8 YR/ 0 MO

PURPOSE: Instrument used to identify children in need of further language assessment. Test covers the following areas: semantic knowledge, morphological rules, syntactic rules, visual perception and auditory perception.

TESTING TIME: 25 minutes

TYPE OF RESPONSE: Verbal, non-verbal

NAME OF INSTRUMENT: Bankson Language Screening Test

SCORING: MACHINE_____

DATA OBTAINED: 17 subtest scores; total score; percentiles

QUALITATIVE FEATURES/CRITICISM: Expressive language focused on although receptive language is also tested

Manual

POPULATION CHARACTERISTICS:

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

1. Concurrent validity; Peabody Picture Vocabulary Test; r=.54, N=70
2. Concurrent validity; Boehm Concept Test; r=.62; N=70
3. Concurrent validity; Test of Auditory Comprehension of Language; r=.64; N=70

1-Manual
2-Manual
3-Manual

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

1. Test retest reliability, 1 week; r=.94; N=70
2. Internal consistency: KR-20; r=.96; N=70

1-Manual
2-Manual

STANDARDIZATION POPULATION: N=637: ages 4.1 to 8.0; semi-rural counties near Washington, D.C.; 80% white, 18% black; 75% middle SES

Manual

NAME OF INSTRUMENT: Basic Concept Inventory

AUTHOR(S): Engelmann, S.E.

PUBLISHER: Follett Publishing Company

ADDRESS: 1010 West Washington Boulevard
Chicago, Illinois 60607

COPYRIGHT DATE: 1967

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

INITIAL INVESTMENT: $30.00 (Kit)

COST PER PUPIL: $ .33

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (teacher)

AGE-LOW: 3 YR/ 0 MO

AGE-HIGH: 10 YR/ 0 MO

PURPOSE: Criterion-referenced checklist used to measure basic concepts necessary for children to perform successfully in new learning situations. Subtests include: basic concepts, sentence repetition and comprehension, and pattern awareness.

TESTING TIME: 20 minutes

TYPE OF RESPONSE: Verbal, non-verbal

NAME OF INSTRUMENT: Basic Concept Inventory

SCORING: Easy **MACHINE**_____ PTM

DATA OBTAINED: Total score

QUALITATIVE FEATURES/CRITICISM: Criterion referenced/ recommended for teachers to form instructional groups; no test construction criteria reported; requires considerable verbalization from child/ requires considerable practice to administer and interpret; largely clinical instrument; lacks norms, reliability, validity data

TADS

MMY-McCandless, B.R.

MMY-McCarthy, J.J.

POPULATION CHARACTERISTICS: Intended for disadvantaged, slow learners, emotionally disturbed and mentally retarded; designed for young children

TADS

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

No data in manual

PTM

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

No data in manual

MMY

STANDARDIZATION POPULATION:

No norms in manual

MMY

NAME OF INSTRUMENT: Basic School Skills Inventory

AUTHOR(S): Goodman, L. & Hammill, D.

PUBLISHER: Follett Publishing Company

ADDRESS: 1010 West Washington Boulevard
Chicago, Illinois 60607

COPYRIGHT DATE: 1975

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

INITIAL INVESTMENT: $ 2.10 (Specimen Set) $12.00 (Kit)

COST PER PUPIL: $ .05

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (teacher)

AGE-LOW: 4 YR/ 0 MO

AGE-HIGH: 7 YR/ 0 MO

PURPOSE: Test used to evaluate areas that will affect children's academic success. Performance areas include: basic information, self-help, handwriting, oral communication, reading readiness, number readiness and classroom behavior.

TESTING TIME: 20 minutes

TYPE OF RESPONSE: Verbal, non-verbal

NAME OF INSTRUMENT: Basic School Skills Inventory

SCORING: Easy

MACHINE______

PTM

DATA OBTAINED: Raw scores and standard scores: basic information, self-help, handwriting, oral communication, reading readiness, number readiness and classroom behavior; total score

QUALITATIVE FEATURES/CRITICISM: Items are presented as behavioral statements of desired learning objectives; both a norm-referenced and criteria-referenced instrument; states child's specific educational deficits

Manual

POPULATION CHARACTERISTICS:

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

STANDARDIZATION POPULATION: N=459; "typical" children, ages 4 to 6; 14 states; urban, suburban, rural; 70% white, 22% black, 8% Mexican-American

Manual

NAME OF INSTRUMENT: Bayley Scales of Infant Development

AUTHOR(S): Bayley, N.

PUBLISHER: Psychological Corporation

ADDRESS: 304 East 45th Street
New York, New York 10017

COPYRIGHT DATE: 1969

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

INITIAL INVESTMENT: $98.00 (Set of 25)

COST PER PUPIL: $ .25

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (diagnostician)
(Test is to be given with the mother present)

AGE-LOW: YR/ 2 MO

AGE-HIGH: 2 YR/ 6 MO

PURPOSE: Mental and motor scale which provides an evaluation of infants' early mental and psychomotor development. Scale is to be used in conjunction with the Infant Behavior Record in order to obtain information regarding qualitative aspects of infant behavior.

TESTING TIME: 45 minutes

TYPE OF RESPONSE: Non-verbal

NAME OF INSTRUMENT: Bayley Scales of Infant Development

SCORING: Easy to Moderate MACHINE_____

MMY-Collard, R.R.
PTM

DATA OBTAINED: Mental score, motor score (raw scores); mental development index, psychomotor development index (standard scores); 30 behavioral ratings

QUALITATIVE FEATURES/CRITICISM: Materials attractive, though heavy to transport; excellent standardization; high reliability; broad coverage of infant behavior areas; manual directions clear, specific; difficult to learn to administer - many items, many factors to remember in the instructions/ intended for assessment of child's current status

MMY-Collard, R.R.

Manual

POPULATION CHARACTERISTICS:

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

1. Concurrent validity; Stanford-Binet; r=.57; 2 year olds in standardization population

1-MMY-Collard, R.R.

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

1. Internal consistency: Split-half; medians of 14 age groups from standardization population, mental/motor; r=.88/.84, range: r=.81-.93 (mental), r=.68-.92 (motor)

1-MMY-Collard, R.R.

STANDARDIZATION POPULATION: N=1262; ages 2 to 30 months; normal children; representative of U.S. population in geographic area, sex, race, education of head of household

MMY-Collard, R.R

NAME OF INSTRUMENT: Bender Motor Gestalt Test

AUTHOR(S): Bender, L.

PUBLISHER: American Orthopsychiatric Association

ADDRESS: 1790 Broadway
New York, New York 10019

COPYRIGHT DATE: 1946 (Revised 1964)

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

INITIAL INVESTMENT: $2.50*

COST PER PUPIL:

ADMINISTRATION: Individual or group

ADMINISTRATOR: Professional (diagnostician)

AGE-LOW: 4 YR/ 0 MO

AGE-HIGH: 12 YR/ 0 MO

PURPOSE: Nonverbal measurement used to detect visual perceptual difficulties and the possible presence of brain damage. Test can also be used as a supplement to a personality evaluation.

TESTING TIME: 10 minutes

TYPE OF RESPONSE: Non-verbal

NAME OF INSTRUMENT: Bender Motor Gestalt Test

SCORING: Difficult MACHINE______

DATA OBTAINED: Total score; 8 items - each drawing scored as pass or fail

PTM

QUALITATIVE FEATURES/CRITICISM: Signs and items more useful than scores to clinicians; low test-retest reliability, performance affected by fatigue, differences in administration; frequently used in detecting brain damage; also used as projective personality test; Koppitz score system and manual for emotional indicators on children 5 to 10 available, useful/ many scoring schemes, all lack substantial population norms

MMY-Kitay, P.M.

TADS

POPULATION CHARACTERISTICS: Can be used as an aid in diagnosing the difficulties of emotionally disturbed children/ EMR, neurologically handicapped and children with perceptual-motor deficits

ETS
User

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

No data

MMY

STANDARDIZATION POPULATION:

NAME OF INSTRUMENT: Birth-Three Scale

AUTHOR(S): Bangs, T.E., & Garrett, S.

PUBLISHER: Houston Speech and Hearing Center
ADDRESS: University of Texas at Houston
Houston, Texas
(will be published by Learning Concepts, 2501 North Lamar,
Austin, Texas 78705)

COPYRIGHT DATE: 1972 (will be copyrighted in the fall of 1977)

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

INITIAL INVESTMENT:

COST PER PUPIL:

ADMINISTRATION: Individual

ADMINISTRATOR: Non-professional (parent)

AGE-LOW: YR/ 1 MO

AGE-HIGH: 3 YR/ 0 MO

PURPOSE: Scale to assess a child's abilities and level of functioning in the areas of oral language (comprehension and expression), problem solving, social/personal and motor development. It is suggested that observation of child's behavior be used in conjunction with the scale.

TESTING TIME: Varied

TYPE OF RESPONSE: Verbal, non-verbal

NAME OF INSTRUMENT: Birth-Three Scale

SCORING: Easy MACHINE_____

DATA OBTAINED: Developmental age

PTM

QUALITATIVE FEATURES/CRITICISM:

POPULATION CHARACTERISTICS:

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

STANDARDIZATION POPULATION: Currently being normed

Author

NAME OF INSTRUMENT: Boehm Test of Basic Concepts

AUTHOR(S): Boehm, A.E.

PUBLISHER: Psychological Corporation

ADDRESS: 304 East 45th Street
New York, New York 10017

COPYRIGHT DATE: 1969

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 2

INITIAL INVESTMENT: $1.50 (Specimen Set) $7.75 (Set of 30)

COST PER PUPIL: $ .24

ADMINISTRATION: Individual or small groups

ADMINISTRATOR: Professional (teacher, diagnostician)

AGE-LOW: 4 YR/ 0 MO

AGE-HIGH: 8 YR/ 0 MO

PURPOSE: Test measures children's mastery of concepts considered necessary for achievement in the first years of school. Concepts tested include those of space (location, direction, orientation and dimension), time and quantity (number).

TESTING TIME: 30 minutes (15-20 minutes for each of two booklets)

TYPE OF RESPONSE: Non-verbal

NAME OF INSTRUMENT: Boehm Test of Basic Concepts

SCORING: Easy MACHINE_____

DATA OBTAINED: Total score; percentiles by grade and SES

PTM
MMY-McCandless
B.R.

QUALITATIVE FEATURES/CRITICISM: Content derived from inspection of curriculum materials, item selected by standard psychometric principles; instructions and mechanics are simple; presented as screening device and instruction guide, useful to teachers; manual section on interpretation and use of results very practical

MMY-McCandless
B.R.

POPULATION CHARACTERISTICS: Too easy for grade 2, high ability grade 1/ useful for preschool and kindergarten children identified as learning disabled

MMY-McCandless
B.R.
User

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

1. Internal consistency: Split-half; Form A, median of nine coefficients (3 grade levels x 3 SES levels); *r*=.82, range: *r*=.68-.90; N=2647
2. Alternate forms; median of nine coefficients (3 grade levels x 3 SES levels); *r*=.76, range: *r*=.55-.92; N=1235

1-Manual

2-Manual

STANDARDIZATION POPULATION: Form A beginning of year norms: N=2669; grades kindergarten, 1, 2; 16 scattered cities; SES stratified; Midyear norms: N=1192; grades kindergarten, 1, 2; 5 scattered cities; SES stratified

Manual

NAME OF INSTRUMENT: Boyd Developmental Progress Scale

AUTHOR(S): Boyd, R.D.

PUBLISHER: Inland Counties Regional Center, Inc.

ADDRESS: San Bernadino, California 92408

COPYRIGHT DATE: 1974

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

INITIAL INVESTMENT: $12.00

COST PER PUPIL: $ .03

ADMINISTRATION: Individual

ADMINISTRATOR: Professional

AGE-LOW: YR/ 1 MO

AGE-HIGH: 8 YR/ 0 MO

PURPOSE: Scale to measure growth and assess the level of development of a child in the following areas: motor skills, communication skills and self-sufficiency skills.

TESTING TIME:

TYPE OF RESPONSE: Verbal, non-verbal, rater (parent)

NAME OF INSTRUMENT: Boyd Developmental Progress Scale

SCORING: MACHINE______

DATA OBTAINED: Individual items scored as pass or fail

QUALITATIVE FEATURES/CRITICISM: Clear, concise score sheets; easy test to administer

User

POPULATION CHARACTERISTICS:

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

STANDARDIZATION POPULATION:

NAME OF INSTRUMENT: Burks Behavior Rating Scale

AUTHOR(S): Burks, H.

PUBLISHER: Arden Press

ADDRESS: Huntington Beach, California 91734

COPYRIGHT DATE: 1969

NUMBER OF LEVELS: 2 (preschool-K) (grades 1-8)

NUMBER OF FORMS: 1

INITIAL INVESTMENT: $3.85* (Set of 25)

COST PER PUPIL: $ .15*

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (teacher)
Non-professional (parent)

AGE-LOW: 6 YR/ 0 MO

AGE-HIGH: 12 YR/ 0 MO

PURPOSE: Tests by which teachers or untrained individuals can record behavioral or learning disorders that are indicative of organic brain dysfunction. Subtests scores include: vegetative-autonomic, perceptual-discrimination, social-emotional and total.

TESTING TIME: 10 minutes

TYPE OF RESPONSE: Rater

NAME OF INSTRUMENT: Burks Behavior Rating Scale

SCORING: Easy MACHINE

PTM

DATA OBTAINED: Vegetative-autonomic, perceptual-discriminative, socioemotional and total scores

QUALITATIVE FEATURES/CRITICISM:

POPULATION CHARACTERISTICS:

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

1. Test retest reliability; range: r=.52-.83; N=96, behavior problem children

PTM

STANDARDIZATION POPULATION: No norms established

PTM

NAME OF INSTRUMENT: Cain-Levine Social Competency Scales

AUTHOR(S): Cain, L.F., Levine, S., & Elzey, F.F.

PUBLISHER: Consulting Psychologists Press, Inc.

ADDRESS: 577 College Avenue
Palo Alto, California 94306

COPYRIGHT DATE: 1963

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

INITIAL INVESTMENT: $1.75 (Specimen Set) $6.00 (Set of 25)

COST PER PUPIL: $ .16

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (teacher, diagnostician)

AGE-LOW: 5 YR/ 0 MO

AGE-HIGH: 13 YR/ 0 MO

PURPOSE: A behavioral rating scale to estimate the social competence of trainable mentally retarded children. Scale yields scores in the areas of: self-help, initiative, social skills and communication.

TESTING TIME: 15 minutes

TYPE OF RESPONSE: Rater

NAME OF INSTRUMENT: Cain-Levine Social Competency Scales

SCORING: Easy MACHINE_____

PTM

DATA OBTAINED: Communications, social skills, initiative, self-help and total scores; percentiles

QUALITATIVE FEATURES/CRITICISM: Requires that rater has had considerable opportunity to observe child

TADS

POPULATION CHARACTERISTICS: Trainable mentally retarded children

TADS

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

STANDARDIZATION POPULATION: N=716; ages 3 to 13; TMR children; California

PTM

NAME OF INSTRUMENT: Camelot Behavioral Checklist

AUTHOR(S):

PUBLISHER: Camelot Behavioral Systems

ADDRESS: P.O. Box 607
Parsons, Kansas 67357

COPYRIGHT DATE: 1974

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

INITIAL INVESTMENT:

COST PER PUPIL:

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (teacher)

AGE-LOW: YR/ MO

AGE-HIGH: YR/ MO

PURPOSE: Checklist used to determine what a child can and cannot do. Rater may complete form from memory or from direct observation of child.

TESTING TIME: 25 minutes

TYPE OF RESPONSE: Rater

NAME OF INSTRUMENT: Camelot Behavioral Checklist

SCORING: Easy **MACHINE**_____

PTM

DATA OBTAINED:

QUALITATIVE FEATURES/CRITICISM: Checklist may be completed by: 1) an individual from memory, 2) a team from memory or 3) direct observation. Direct observation is preferable.

PTM

POPULATION CHARACTERISTICS: Mentally retarded

PTM

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

1. Inter-rater reliability; range for 10 domains; range: r=.69-.96; N not specified

PTM

STANDARDIZATION POPULATION:

NAME OF INSTRUMENT: Carolina Developmental Profile

AUTHOR(S): Lillie, D.L., & Harbin, G.L.

PUBLISHER: Technical Assistance Development System (TADS)

ADDRESS: 803 Churchill
Chapel Hill, North Carolina 27514

COPYRIGHT DATE: 1975

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

INITIAL INVESTMENT:

COST PER PUPIL:

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (teacher)

AGE-LOW: 2 YR/ 0 MO

AGE-HIGH: 5 YR/ 0 MO

PURPOSE: Criterion-referenced checklist to test children's skills in the areas of fine motor, gross motor, perceptual reasoning, receptive and expressive language. Teacher can plan instructional objectives for those areas in which the child is weakest.

TESTING TIME:

TYPE OF RESPONSE: Verbal, non-verbal

NAME OF INSTRUMENT: Carolina Developmental Profile

SCORING: Easy MACHINE____

DATA OBTAINED: Developmental age: gross motor, fine motor, visual perception, reasoning, receptive language and expressive language

PTM

QUALITATIVE FEATURES/CRITICISM: For each task there is a task description, developmental age, needed materials and criteria for passing

TADS

POPULATION CHARACTERISTICS:

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

STANDARDIZATION POPULATION:

64

NAME OF INSTRUMENT: Carrow Elicited Language Inventory

AUTHOR(S): Carrow, E.

PUBLISHER: Learning Concepts

ADDRESS: 2501 North Lamar
Austin, Texas 78705

COPYRIGHT DATE: 1974

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

INITIAL INVESTMENT: $39.95 (Kit)

COST PER PUPIL: $ .18

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (diagnostician)

AGE-LOW: 3 YR/ 0 MO

AGE-HIGH: 7 YR/ 11 MO

PURPOSE: Test to obtain performance data on the child's control of grammar. Inventory provides a means of identifying language problems by determining specific linguistic structures with which child has difficulty.

TESTING TIME: 45 minutes

TYPE OF RESPONSE: Verbal

NAME OF INSTRUMENT: Carrow Elicited Language Inventory

SCORING: Easy MACHINE_____

DATA OBTAINED: Raw scores; percentiles; stanines

PTM

QUALITATIVE FEATURES/CRITICISM: Requires a tape recorder; training guide and training tape are available for followup practice with the child

PTM

POPULATION CHARACTERISTICS:

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

STANDARDIZATION POPULATION: N=475; ages 3-0 to 7-11; white (Anglo) children

PTM

NAME OF INSTRUMENT: CCD Developmental Progress Scale
(Experimental Form)

AUTHOR(S):

PUBLISHER: Inland Counties Regional Center, Inc.

ADDRESS: P.O. Box 6127
San Bernadino, California 92408

COPYRIGHT DATE: 1969

NUMBER OF LEVELS:

NUMBER OF FORMS:

INITIAL INVESTMENT: $12.00* (Hard bound manual, 20 copies of scale)

COST PER PUPIL:

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (teacher)
Non-professional (parent)

AGE-LOW: YR/ 1 MO

AGE-HIGH: 8 YR/ 0 MO

PURPOSE: Scale used to measure child's motor, interpersonal-communication and self-sufficiency skills. Scale is completed either by direct observation or by using the parent as a respondent.

TESTING TIME: 15 minutes

TYPE OF RESPONSE: Rater

NAME OF INSTRUMENT: CCD Developmental Progress Scale (Experimental Form)

SCORING: Easy MACHINE_____

DATA OBTAINED:

PTM

QUALITATIVE FEATURES/CRITICISM: Scale lacks statistical evidence of validity

PTM

POPULATION CHARACTERISTICS:

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

STANDARDIZATION POPULATION:

68

NAME OF INSTRUMENT: Child Behavior Rating Scale

AUTHOR(S): Cassel, R.N.

PUBLISHER: Western Psychological Services

ADDRESS: 12031 Wilshire Boulevard
Los Angeles, California 90025

COPYRIGHT DATE: 1962 (Revised)

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

INITIAL INVESTMENT: $7.50 (Set of 25)

COST PER PUPIL: $ .26

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (teacher)
Non-professional (parent)

AGE-LOW: 5 YR/ 0 MO

AGE-HIGH: 8 YR/ 0 MO

PURPOSE: Brief scale used to assess behavior and personality of preschool to third grade children. Scale provides profile of child's adjustment in five areas: home, self, social, school and physical.

TESTING TIME: 8 minutes

TYPE OF RESPONSE: Rater

NAME OF INSTRUMENT: Child Behavior Rating Scale

SCORING: Easy/ Moderate MACHINE_____

DATA OBTAINED: Self, home, social, school, physical, and total personality adjustment scores

User
PTM

QUALITATIVE FEATURES/CRITICISM: Many items deal with rater's inferences about child (preferences, attitudes, acceptance by peers, health, etc.) rather than behavior; poorly constructed items; 6-point scale from "yes" to "no" inappropriate; not recommended due to scaling problems, standardization and interpretation problems, lack of empirical development/ questionable usefulness

MMY-Dunn, J.A.

User

POPULATION CHARACTERISTICS: Intended for preschool children, primary school children and children unable to read or who are handicapped in completing conventional paper and pencil personality tests

Manual

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

1. Internal consistency: Spearman-Brown odd-even; normal group/maladjusted group; r=.87/.59

MMY-Dunn, J.A

STANDARDIZATION POPULATION: 2000 typical primary grade pupils/ apparently not age differentiated

Manual

MMY-Dunn, J.A

NAME OF INSTRUMENT: Children's Self-Social Construct Tests
(Experimental Version) - Preschool Level

AUTHOR(S): Henderson, E.H., Long, B.H., & Ziller, R.C.

PUBLISHER: Virginia Research Associates, Ltd.

ADDRESS: P.O. Box 5501
Charlottesville, Virginia 22902

COPYRIGHT DATE: 1964

NUMBER OF LEVELS: 3 (preschool, primary, adolescent)

NUMBER OF FORMS:

INITIAL INVESTMENT: $6.00 (Specimen Set) $8.00 (Set)

COST PER PUPIL: $ .06

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (diagnostician)

AGE-LOW: 3 YR/ 0 MO

AGE-HIGH: 8 YR/ 0 MO

PURPOSE: Test to measure preschool children's self-concept in the areas of dependency, esteem, realism as to color and size, social interest, minority identification and identification with close relations.

TESTING TIME: 10 minutes

TYPE OF RESPONSE: Non-verbal

NAME OF INSTRUMENT: Children's Self-Social Construct Tests

SCORING: Easy MACHINE_____

PTM

DATA OBTAINED: Esteem, social interest, realism size, minority identification, preference (for mother, father, teacher and friend), and identification (with mother, father, teacher and friend) scores; grade level

QUALITATIVE FEATURES/CRITICISM: Pupil books are reusable

Manual

POPULATION CHARACTERISTICS:

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

1. Internal consistency: split-half; r=.65/.77; N not specified

1-PTM

STANDARDIZATION POPULATION: No data

PTM

NAME OF INSTRUMENT: Cincinatti Autonomy Test Battery

AUTHOR(S): Banta, T.J., & Banta, T.S.

PUBLISHER: T.S. Banta

ADDRESS: University of Cincinatti
Cincinatti, Ohio 45221

COPYRIGHT DATE:

NUMBER OF LEVELS:

NUMBER OF FORMS:

INITIAL INVESTMENT:

COST PER PUPIL:

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (teacher, diagnostician)

AGE-LOW: 3 YR/ 0 MO

AGE-HIGH: 6 YR/ 0 MO

PURPOSE: Test measures social competency and autonomous functioning of children in problem solving situations. Some of the variables assessed include: social competency, curiosity, innovative behavior, impulse control, reflectivity, incidental and intentional learning, persistance, resistance, task competence and verbalization.

TESTING TIME: 60 minutes

TYPE OF RESPONSE: Non-verbal, rater

NAME OF INSTRUMENT: Cincinatti Autonomy Test Battery

SCORING: Difficult **MACHINE**______

PTM

DATA OBTAINED: Subtest scores

QUALITATIVE FEATURES/CRITICISM: Tests focus on child's behavior in problem solving situations; need for verbal comprehension is minimized to avoid penalizing children from homes where the opportunity to become skilled at following oral directions has not existed

PTM

POPULATION CHARACTERISTICS: Lower class children, black and Spanish-American children; upper class white children

PTM

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

1. Inter-rater reliability; mean of 14 subtests; r=.96; N not specified, lower class blacks
2. Test retest; mean of 14 subtests; r=.50, range: r=.07-.82; N not specified, lower class blacks
3. Internal consistency; mean of 14 subtests; r=.62, range: r=.16-.94; N not specified, lower class blacks

1-PTM
2-PTM
3-PTM

STANDARDIZATION POPULATION: Over 300 children; ages 3 to 6; lower class blacks

PTM

NAME OF INSTRUMENT: Circus

AUTHOR(S): Anderson, S.B., Bogatz, G.A., Draper, T.W., Jungeblut, A., Sidwell, G., Ward, W.C., & Yates, A.

PUBLISHER: Educational Testing Services

ADDRESS: Princeton, New Jersey 08540

COPYRIGHT DATE: 1974

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

INITIAL INVESTMENT: $5.00 (Specimen Set) $63.00 (Kit)

COST PER PUPIL: $1.25

ADMINISTRATION: Group (in classroom)

ADMINISTRATOR: Professional (teacher)

AGE-LOW: 4 YR/ 0 MO

AGE-HIGH: 6 YR/ 0 MO

PURPOSE: Program to identify instructional needs of preprimary children. Circus provides measures of language competencies (understanding of and production of language), perception, information processing and experience, divergent production, interest and styles, test taking behavior and a description of the child's educational environment.

TESTING TIME:

TYPE OF RESPONSE: Non-verbal, rater

NAME OF INSTRUMENT: Circus

SCORING: Easy MACHINE x

PTM

DATA OBTAINED: 14 subtests; 2 teacher rating inventories (activities, behavior); teacher questionnaire describing "educational environment"; percentiles; "sentence reports" from score ranges

QUALITATIVE FEATURES/CRITICISM: Subtests and inventories presented as 17 separate measures, of which any or all may be selected according to needs; recommended uses include screening, diagnosis, and program evaluation; "core package" includes 4 measures: Listen to the Story, How Much and How Many, Behavior Inventory, Educational Environment Questionnaire; productive language subtest administered individually

Manual

POPULATION CHARACTERISTICS: Not appropriate for use with children who do not understand English; severely handicapped may respond best to individual administration

Manual

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

1. Internal consistency: alpha; median for 15 subtests; r=.78, range: r=.49-.90; N=541-1930, kindergarten
2. Internal consistency: alpha; median for 15 subtests; r=.82, range: r=.68-.92; N=227-946, nursery school

1-Manual

2-Manual

STANDARDIZATION POPULATION: N=1979 kindergarten and 1006 nursery school children; ages 4 to 5; geographic and SES cross-section

Manual

NAME OF INSTRUMENT: Cognitive Skills Assessment Battery

AUTHOR(S): Boehm, A.E., & Slater, B.R.

PUBLISHER: Teachers College Press

ADDRESS: Columbia University
1234 Amsterdam Avenue
New York, New York 10027

COPYRIGHT DATE: 1974

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

INITIAL INVESTMENT: $1.50 (Specimen Set) $17.50 (Kit)

COST PER PUPIL: $ .16

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (teacher)
Non-professional (aide)

AGE-LOW: 3 YR/ 0 MO

AGE-HIGH: 6 YR/ 0 MO

PURPOSE: Criterion-referenced instrument designed to provide a profile of children's cognitive strengths and weaknesses. General areas assessed include: orientation and familiarity with the environment, coordination, discrimination, memory, comprehension and concept formation.

TESTING TIME: 25 minutes

TYPE OF RESPONSE: Verbal, non-verbal

NAME OF INSTRUMENT: Cognitive Skills Assessment Battery

SCORING: Easy **MACHINE**______

User

DATA OBTAINED: Item scores

QUALITATIVE FEATURES/CRITICISM: Can be used for pre and post test evaluation as well as for curricular planning; norms consist of percentage of children responding to each item by grade and socioeconomic status

Manual

POPULATION CHARACTERISTICS:

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

STANDARDIZATION POPULATION: N=898; pre-kindergarten, kindergarten; urban, suburban, rural; low and middle SES; nationwide

Manual

NAME OF INSTRUMENT: Columbia Mental Maturity Scale

AUTHOR(S): Burgemeister, B., Blum, L.H., & Lorge, I.

PUBLISHER: Harcourt, Brace & World, Inc.

ADDRESS: 757 Third Avenue
New York, New York 10017

COPYRIGHT DATE: 1972

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

INITIAL INVESTMENT: $50.00* (Kit)

COST PER PUPIL:

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (diagnostician)

AGE-LOW: 3 YR/ 6 MO

AGE-HIGH: 10 YR/ 0 MO

PURPOSE: Test originally developed for use with cerebral palsied and deaf children. A pictorial classification test which requires subject to identify the drawing that does not belong.

TESTING TIME: ·18 minutes

TYPE OF RESPONSE: Non-verbal

NAME OF INSTRUMENT: Columbia Mental Maturity Scale

SCORING: Moderate MACHINE______

DATA OBTAINED: Age deviation score; maturity index (index which designates age group child performs most similarly to)

PTM

QUALITATIVE FEATURES/CRITICISM: Test requires minimal motor response; norms should be utilized with caution/ of limited value for educational programming, taps only a few conceptual functions

PTM

User

POPULATION CHARACTERISTICS: Physically impaired, children with impaired verbal functioning, brain damaged, cerebral palsy, mentally retarded, visually handicapped, speech and hearing impaired

PUB

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

STANDARDIZATION POPULATION: N=approximately 1000; normal children; East Coast

Manual

NAME OF INSTRUMENT: Communicative Evaluation Chart from Infancy to Five Years

AUTHOR(S): Andersen, R.M., Miles, M., & Matheny, P.A.

PUBLISHER: **Educators Publishing Service**

ADDRESS: 75 Moulton Street
Cambridge, Massachusetts 02138

COPYRIGHT DATE: 1963

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

INITIAL INVESTMENT: $.25

COST PER PUPIL: $.25

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (teacher, diagnostician)
Non-professional (parent)

AGE-LOW: YR/ 3 MO

AGE-HIGH: 5 YR/ 0 MO

PURPOSE: Chart to provide information regarding a child's overall abilities in language and physical growth and development. Some information for the survey is obtained from a parent interview while other data requires a response from the child.

TESTING TIME: 30 minutes

TYPE OF RESPONSE: Verbal, non-verbal, rater

NAME OF INSTRUMENT: Communicative Evaluation Chart from Infancy to Five Years

SCORING: Easy MACHINE______

PTM

DATA OBTAINED: Items scored as present, not present, or fluctuating

QUALITATIVE FEATURES/CRITICISM: Chart only, no manual/ items compiled from various sources such as the Gessell, Binet, and Cattell/ observations occur at 6 month intervals

MMY

Manual

PTM

POPULATION CHARACTERISTICS:

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

No data

MMY

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

No data

MMY

STANDARDIZATION POPULATION: No norms

MMY

NAME OF INSTRUMENT: Comprehensive Identification Process (CIP)

AUTHOR(S): Zehrbach, R.R.

PUBLISHER: Scholastic Testing Service, Inc.

ADDRESS: 480 Meyer Road
Bensenville, Illinois 60106

COPYRIGHT DATE: 1976

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

INITIAL INVESTMENT: $59.95 (kit)

COST PER PUPIL: $ .70

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (teacher, diagnostician)
Non-professional (parent)

AGE-LOW: 2 YR/ 6 MO

AGE-HIGH: 5 YR/ 6 MO

PURPOSE: Screening test to identify children who may need special medical, psychological, or educational assistance before they enter school. Test assesses eight areas of development which include: fine motor, gross motor, cognitive-verbal, speech/expressive language, hearing, vision, social/affective and medical.

TESTING TIME: 30 minutes

TYPE OF RESPONSE: Verbal, non-verbal

NAME OF INSTRUMENT: Comprehensive Identification Process (CIP)

SCORING: Easy to Moderate **MACHINE**______

PTM

DATA OBTAINED: Fine motor, cognitive-verbal, gross motor scored as pass (P), refer/rescreen (R), or evaluate (E); summary form also assigns pass, refer/rescreen or evaluate to hearing and vision; 7 behavioral observations; parent interview information

QUALITATIVE FEATURES/CRITICISM: Each developmental area has five items per age level, each age level covers 6 months; there is no single cutoff point/ decision to rescreen or evaluate is made subjectively by reviewing summary form; test lacks reliability, validity, normative data

Manual

User

POPULATION CHARACTERISTICS:

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

STANDARDIZATION POPULATION:

NAME OF INSTRUMENT: Contemporary School Readiness Test

AUTHOR(S): Sauer, C.E.

PUBLISHER: Montana Reading Publications

ADDRESS: 225 Stapleton Building
Billings, Montana 59101

COPYRIGHT DATE: 1970

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

INITIAL INVESTMENT: $1.50 (Manual and Scoring Keys)

COST PER PUPIL: $ .25

ADMINISTRATION: Group

ADMINISTRATOR: Professional (teacher)

AGE-LOW: 5 YR/ 0 MO

AGE-HIGH: 6 YR/ 6 MO

PURPOSE: Test which gives a thorough evaluation of the child's readiness for school. Areas tested include: visual discrimination, auditory discrimination, listening comprehension, writing ability to learn to read words, understanding of numbers and background for understanding science, health and social studies.

TESTING TIME: 105 minutes (over 2 sessions)

TYPE OF RESPONSE: Verbal, non-verbal

NAME OF INSTRUMENT: Contemporary School Readiness Test

SCORING: Moderate **MACHINE**_____

DATA OBTAINED: Total score; percentile score; "level of school readiness"

PTM

QUALITATIVE FEATURES/CRITICISM: No clear explanation of purpose or rationale for selection of subtests; directions and scoring lack precision; norming population vaguely described; "not recommended for use in its present form"

MMY-Duffy, G.G.

POPULATION CHARACTERISTICS: Intended for late kindergarten, early first grade children

Manual

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

STANDARDIZATION POPULATION: Over 100 pupils in Montana, Idaho and Washington; "from a broad range of SES backgrounds"

MMY-Duffy, G.G.

NAME OF INSTRUMENT: Cooperative Preschool Inventory

AUTHOR(S): Caldwell, B.M.

PUBLISHER: Educational Testing Services

ADDRESS: Princeton, New Jersey 08540

COPYRIGHT DATE: 1970

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

INITIAL INVESTMENT: $3.00 (Specimen Set) $5.50 (Set)

COST PER PUPIL: $ .15

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (teacher)
Non-professional (parent)

AGE-LOW: 3 YR/ 0 MO

AGE-HIGH: 6 YR/ 0 MO

PURPOSE: Test provides an indicator of a child's level of development prior to formal instruction. Test measures basic skills and concepts regarded as necessary for school success. General areas evaluated include: basic information and vocabulary, number concepts, concepts of size, motion, color and time, social function, object classification, visual-motor performance, following instructions and independence and self-help. A Spanish edition is available.

TESTING TIME: 20 minutes

TYPE OF RESPONSE: Verbal, non-verbal

NAME OF INSTRUMENT: Cooperative Preschool Inventory

SCORING: Easy **MACHINE**______

PTM

DATA OBTAINED: Personal-social responsiveness, associative vocabulary, concept-activation-numerical, concept-activation-sensory, and total scores; percentiles

QUALITATIVE FEATURES/CRITICISM: Some equipment must be assembled; not culture free, intended to determine degree of disadvantage upon school entrance/ norms are for broad age ranges, not broken down into 1 month increments

Manual

PST-Ernhart, C.B.

POPULATION CHARACTERISTICS: Used to identify selected "cultural handicaps" and to measure the impact of Head Start experience on children

TADS

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

1. Concurrent validity; Stanford-Binet, mean for five age groups; r=.58, range: r=.39-.65; N=1476 from standardization population

1-Manual

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

1. Test retest, 6 months; r=.79; N not specified
2. Internal consistency: KR-20; range for five age groups; range: r=.86-.92; N=1531 from standardization population

1-PST-Ernhart, C.B.

2-Manual

STANDARDIZATION POPULATION: N=1531; ages 3-0 to 6-5, but most children between ages 4-0 and 5-5; 11 Head Start centers nationwide; 68% black, 16% white, 6% Mexican-American, 9% other

MMY-French, J.L.

NAME OF INSTRUMENT: Dailey Language Facility Test

AUTHOR(S): Dailey, J.T.

PUBLISHER: The Allington Corporation

ADDRESS: 801 North Pitt Street
Alexandria, Virginia 22314

COPYRIGHT DATE: 1966

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

INITIAL INVESTMENT: $15.00*

COST PER PUPIL:

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (teacher)

AGE-LOW: 3 YR/ 0 MO

AGE-HIGH: 17 YR/ 0 MO

PURPOSE: Test to provide a measure of child's ability to conceptualize and communicate in his chosen language. Test codes a child's errors or deviations from standard pronunciation or English usage. Test requires that child describes a series of pictures.

TESTING TIME: 15 minutes

TYPE OF RESPONSE: Verbal

89

NAME OF INSTRUMENT: Dailey Language Facility Test

SCORING: Moderate MACHINE_____

PTM

DATA OBTAINED: 2 scoring systems: Standard English and Native English scores

QUALITATIVE FEATURES/CRITICISM: Can be administered in more than one language

PTM

POPULATION CHARACTERISTICS: Children with language difficulties

PTM

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

STANDARDIZATION POPULATION: N=4000 Head Start children; N=1700; grade 3 to adult

PTM

NAME OF INSTRUMENT: Del Rio Language Screening Test

AUTHOR(S): Toronto, A.S., Leverman, D., Hanna, C.,
Rosenzweig, P., & Maldonado, A.

PUBLISHER: National Educational Laboratory Publishers, Inc.

ADDRESS: P.O. Box 1003
Austin, Texas 78767

COPYRIGHT DATE: 1975

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 2 (Spanish and English)

INITIAL INVESTMENT: $9.00 (Kit)

COST PER PUPIL: $ .06

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (teacher)

AGE-LOW: 3 YR/ 0 MO

AGE-HIGH: 6 YR/ 11 MO

PURPOSE: Test devised to identify children with deviant language performance in English and Spanish and who require further evaluation. Test is comprised of five subtests: receptive vocabulary, sentence repetition-length, sentence repetition-complexity, oral commands and story comprehension.

TESTING TIME:

TYPE OF RESPONSE: Verbal, non-verbal

NAME OF INSTRUMENT: Del Rio Language Screening Test

SCORING: MACHINE _____

DATA OBTAINED: Receptive vocabulary, sentence repetition-length, sentence repetition-complexity, oral commands, story comprehension scores; percentiles

QUALITATIVE FEATURES/CRITICISM: Intended for use as a screening test but may be useful as part of diagnostic battery; if child is bilingual, both English and Spanish versions may be administered to determine child's degree of bilingual proficiency

Manual

POPULATION CHARACTERISTICS: Constructed for the language and cultural background of Del Rio, Texas, which includes English and Spanish speaking Mexican-Americans in addition to Anglo-Americans

Manual

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

STANDARDIZATION POPULATION: N=384; ages 3-0 to 6-11; normal children; English speaking Anglo-Americans, English speaking Mexican-Americans, Spanish speaking Mexican-Americans; Del Rio, Texas

Manual

NAME OF INSTRUMENT: Denver Articulation Screening Exam (DASE)

AUTHOR(S): Drumwright, A.F.

PUBLISHER: LADOCA Project & Publishing Foundation, Inc.

ADDRESS: East 51st Avenue and Lincoln Street
Denver, Colorado 80216

COPYRIGHT DATE: 1973

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

INITIAL INVESTMENT: $6.85

COST PER PUPIL: $ .02

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (teacher, diagnostician)
Non-professional (training required)

AGE-LOW: 2 YR/ 6 MO

AGE-HIGH: 7 YR/ 0 MO

PURPOSE: Test designed to quickly assess the articulation development of young children. Test measures child's ability to pronounce 30 sound elements and rates child's intelligibility in conversation.

TESTING TIME: 5 minutes

TYPE OF RESPONSE: Verbal

NAME OF INSTRUMENT: Denver Articulation Screening Exam (DASE)

SCORING: MACHINE______

DATA OBTAINED: Intelligibility in conversation rating; articulation age norms

QUALITATIVE FEATURES/CRITICISM: Represents minimum estimate of articulation development, not maximum; well standardized; can be used advantageously by non-professionals

PST-Cripe, A.E.

POPULATION CHARACTERISTICS:

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

1. Test retest reliability, 1 week; r=.95; N=110, preschool

1-PST-Cripe, A.E.

STANDARDIZATION POPULATION: N=1455; lower SES; Denver; Angio, black, Mexican-American

PST-Cripe, A.E.

NAME OF INSTRUMENT: Denver Developmental Screening Test

AUTHOR(S): Frankenburg, W.K., & Dobbs, J.B.

PUBLISHER: LADOCA Project & Publishing Foundation, Inc.

ADDRESS: East 51st Avenue and Lincoln Street
Denver, Colorado 80216

COPYRIGHT DATE: 1970

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

INITIAL INVESTMENT: $25.00

COST PER PUPIL: $ .02

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (teacher, diagnostician)
Non-professional (training required)

AGE-LOW: YR/ 1 MO

AGE-HIGH: 6 YR/ 0 MO

PURPOSE: Screening test to identify children with delays in the areas of motor, physical, social and language development. Responses are scored as normal, questionable or abnormal.

TESTING TIME: 20 minutes

TYPE OF RESPONSE: Verbal, non-verbal, rater

NAME OF INSTRUMENT: Denver Developmental Screening Test

SCORING: Easy **MACHINE**______

User

DATA OBTAINED: 4 subtests: personal-social, fine motor-adaptive, language, gross motor - each scored pass, fail or refuse; overall score of normal, questionable, or abnormal

QUALITATIVE FEATURES/CRITICISM: Spanish version of manual is available; age groupings cover shorter time span at younger ages; some items passed by report; test requires no special training in psychological testing/ test has been subjected to extensive and intensive reliability and validity studies; may be more appropriate for younger children; less predictive with minority populations/ easy to administer; test materials well constructed

Manual

LIT-Meier, J.

User

POPULATION CHARACTERISTICS: Children with serious handicaps excluded from original sample; use with caution with other than white middle-class children/ norm group disproportionately white collar

PTM

MMY-Werner, E.E.

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

1. Concurrent validity; Stanford-Binet with mental age (MA) derived from Denver; r=.85; N=91, age range not given
2. Concurrent validity; Revised Yale Developmental Schedule with Denver MA; r=.95; N=64, age range not given
3. Concurrent validity; Bayley Infant Scale, mental/ psychomotor with Denver MA; r=.89/.84; N=31, age range not given

1-LIT-Frankenburg, W.K., Camp, B.W., & VanNatta, P.A.
2- "
3- "

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

1. Inter-rater reliability; tester-observer percentage agreement, mean for 105 items, two raters only; r=96%, range: r=81%-100%; N=76
2. Test retest reliability, 1 week; median for 13 age groups, 1.5 to 49 months; r=.78, range: r=.66-.93; N=157

1-LIT-Frankenburg, W.K., Camp, B.W., VanNatta, P.A., Demeissemen, J.A., & Voorhees, S.F.
2- "

STANDARDIZATION POPULATION: N=1036; ages 2 weeks to 6.4 years; represents racial and SES composition of Denver population; 85% white, 9% Spanish surname, 6% black; developmentally abnormal excluded

Manual

NAME OF INSTRUMENT: Denver Prescreening Developmental Questionnaire

AUTHOR(S): Frankenburg, W.K.

PUBLISHER: LADOCA Project and Publishing Foundation, Inc.

ADDRESS: East 51st Avenue and Lincoln Street
Denver, Colorado 80216

COPYRIGHT DATE: 1975

NUMBER OF LEVELS: 5

NUMBER OF FORMS: 1

INITIAL INVESTMENT: $15.00

COST PER PUPIL: $ .03

ADMINISTRATION: Individual

ADMINISTRATOR: Non-professional (parent)

AGE-LOW: YR/ 3 MO

AGE-HIGH: 6 YR/ 0 MO

PURPOSE: A brief prescreening questionnaire to identify those individuals who should be more thoroughly screened with the Denver Developmental Screening Test. Questionnaire is completed by parents.

TESTING TIME: 10 minutes

TYPE OF RESPONSE: Rater

NAME OF INSTRUMENT: Denver Prescreening Developmental Questionnaire

SCORING: Easy MACHINE_____

User

DATA OBTAINED: Total score; cutoff identifies "suspect" children

QUALITATIVE FEATURES/CRITICISM: Intended for first-stage screening to determine which children should be given Denver Developmental Screening Test; items adapted from Denver/ requires reading comprehension level of parents to be above grade 7 level

LIT-Frankenburg, W.K., Van Doornirek, W.J., Lidell, T.N., & Dick, N.P.
User

POPULATION CHARACTERISTICS:

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

1. Concurrent validity; Denver Developmental Screening Test, mean question item agreement; r=93%, range: r=68-100%; N=1141 from standardization population

1-LIT-Frankenburg, W.K., VanDoornirek, W.J., Lidell, T.N., & Dick, N.P.

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

STANDARDIZATION POPULATION: N=1141; ages 3 months to 6 years; predominantly white middle class

LIT-Frankenburg, W.K., VanDoornirek, W.J., Lidell, T.N., & Dick, N.P.

NAME OF INSTRUMENT: Detroit Tests of Learning Aptitude

AUTHOR(S): Baker, H.J., & Leland, B.

PUBLISHER: Bobbs-Merrill Company

ADDRESS: 4300 West 62nd Street
Indianapolis, Indiana 46206

COPYRIGHT DATE: 1959

NUMBER OF LEVELS: Different combinations of subtests provide different levels as examiner selects a number of subtests (usually from 9-13) appropriate to the subject.

NUMBER OF FORMS:

INITIAL INVESTMENT: $10.80 (Sample Packet) $20.15 (Kit)

COST PER PUPIL: $ .21

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (teacher, diagnostician)

AGE-LOW: 3 YR/ 0 MO

AGE-HIGH: YR/ MO Adult

PURPOSE: Series of 19 subtests used to provide specific information about mental traits and abilities related to areas of learning. Some of the mental faculties evaluated include reasoning and comprehension, practical judgement, verbal ability, time and space relationships, number ability, auditory attentive ability, visual attentive ability and motor ability.

TESTING TIME: 75 minutes (varies with number of tests given)

TYPE OF RESPONSE: Verbal, non-verbal

99

NAME OF INSTRUMENT: Detroit Tests of Learning Aptitude

SCORING: Difficult MACHINE______

PTM

DATA OBTAINED: 20 scores: 19 subtests and total score; mental age

QUALITATIVE FEATURES/CRITICISM: Battery consisting of nine to thirteen subtests is selected to meet individual subject's needs

TADS

POPULATION CHARACTERISTICS: Can be used with visually impaired, hearing impaired, cerebral palsy, speech impaired, mentally retarded and foreign-speaking individuals

TADS

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

STANDARDIZATION POPULATION: Detroit Public School pupils

ETS

NAME OF INSTRUMENT: Developmental Guidelines

AUTHOR(S): Sprugel, C.C., & Goldberg, S. (under the direction of M.B. Karnes)

PUBLISHER: University of Illinois at Urbana-Champaign

ADDRESS: College of Education
Institute for Child Behavior and Development
Urbana, Illinois 61801

COPYRIGHT DATE: Not copyrighted

NUMBER OF LEVELS: 6

NUMBER OF FORMS: 1

INITIAL INVESTMENT:

COST PER PUPIL:

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (teacher, diagnostician)
Non-professional (parent)

AGE-LOW: 3 YR/ 0 MO

AGE-HIGH: 6 YR/ 0 MO

PURPOSE: Guidelines which list tasks for each age group in the areas of fine and gross motor, cognition, self help and social development.

TESTING TIME:

TYPE OF RESPONSE: Rater

NAME OF INSTRUMENT: Developmental Guidelines

SCORING: Easy MACHINE____

DATA OBTAINED:

PTM

QUALITATIVE FEATURES/CRITICISM: Guidelines compiled from various standardized tests

PTM

POPULATION CHARACTERISTICS:

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):
Not given

PTM

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):
Not given

PTM

STANDARDIZATION POPULATION: Not given

PTM

NAME OF INSTRUMENT: Developmental Indicator for the Assessment of Learning (DIAL)

AUTHOR(S): Mardell, C., & Goldenberg, D.

PUBLISHER: DIAL, Inc.

ADDRESS:
Box 911
Highland Park, Illinois 60035

COPYRIGHT DATE: 1972

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

INITIAL INVESTMENT: $99.50 (Kit)

COST PER PUPIL: $ .75

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (teacher, diagnostician)
Non-professional (training required)

AGE-LOW: 2 YR/ 6 MO

AGE-HIGH: 5 YR/ 6 MO

PURPOSE: A pre-kindergarten screening test for identifying children with potential learning problems. Areas measured include: gross motor, fine motor, concepts, communication and social/emotional development.

TESTING TIME: 30 minutes

TYPE OF RESPONSE: Verbal, non-verbal, rater

NAME OF INSTRUMENT: Developmental Indicator for the Assessment of Learning (DIAL)

SCORING: Moderate

MACHINE ______

User

DATA OBTAINED: Scaled scores: gross motor, fine motor, concepts, communications; age cutoff points for each subtest used to determine overall score of OK, redial or followup; behavioral observations

QUALITATIVE FEATURES/CRITICISM: Requires Polaroid camera (often omitted), balance beam; some pictures should be replaced; many items too easy for suburban population of 4 and 5 year olds

User

POPULATION CHARACTERISTICS:

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

1. Concurrent validity; Iowa Basic Skills, Metropolitan Achievement, Stanford Achievement or Metropolitan Readiness, range of multiple correlations (not cross validated); range: r=.50-.60; N=249, kindergarten and grade 1
2. Concurrent validity; Peabody Picture Vocabulary raw score with DIAL subtest scores; range: r=.26-.64; N=45, 4 year olds

1-Manual

2-Manual

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

1. Inter-rater reliability; mean of item agreement percentages figured separately for each of two children in each of four subtests, four raters per area; r=.91%, range: r=.81-99%

1-Manual

STANDARDIZATION POPULATION: N=4356; ages 2½ to 5½; Illinois; sample balanced for race, SES, demographic (urban, rural) setting; Norms reconstituted: N=3100; ages 36 to 66 months; 50 boys, 50 girls for each month

Manual

NAME OF INSTRUMENT: Developmental Key for Assessing Children's Growth

AUTHOR(S):

PUBLISHER: Frank Porter Graham
Child Development Center
ADDRESS: Early Childhood Section
University of North Carolina
Chapel Hill, North Carolina 27514

COPYRIGHT DATE: 1974

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

INITIAL INVESTMENT:

COST PER PUPIL:

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (teacher)

AGE-LOW: 3 YR/ 0 MO

AGE-HIGH: 6 YR/ 0 MO

PURPOSE: Test in which teacher scores child's skills in the areas of: social, emotional, physical, language and cognitive development. Some of the test information is derived from knowledge of long term observation of the child, while other sections are specific tasks which the child must perform.

TESTING TIME: 15 minutes

TYPE OF RESPONSE: Non-verbal, rater

105

NAME OF INSTRUMENT: Developmental Key for Assessing Children's Growth

SCORING: Easy MACHINE_____

PTM

DATA OBTAINED: Items scored as not yet, with help, or independent

QUALITATIVE FEATURES/CRITICISM:

POPULATION CHARACTERISTICS:

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

STANDARDIZATION POPULATION: Not reported

PTM

NAME OF INSTRUMENT: Developmental Profile

AUTHOR(S): Alpern, G.D., & Ball, T.J.

PUBLISHER: Psychological Development Publications

ADDRESS: P.O. Box 3198
Aspen, Colorado 81611

COPYRIGHT DATE: 1972

NUMBER OF LEVELS: 1 (217 items arranged by age into 5 scales)

NUMBER OF FORMS: 1

INITIAL INVESTMENT: $11.30 (Kit)

COST PER PUPIL: $ .20

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (teacher, diagnostician)

AGE-LOW: YR/ 6 MO

AGE-HIGH: 12 YR/ 0 MO

PURPOSE: Test designed to use interview technique to quickly screen large populations and to clincially assess individual children's developmental competencies in the areas of physical, self-help, social, academic and communication development. Test contains enough information to construct individual programs and to provide pre and post evaluative information.

TESTING TIME: 30 minutes

TYPE OF RESPONSE: Rater

NAME OF INSTRUMENT: Developmental Profile

SCORING: Easy MACHINE______

PTM

DATA OBTAINED: Age scores: self-help, social, academic, physical development and communication skills

QUALITATIVE FEATURES/CRITICISM: Profile used to quickly screen large populations, to construct individual curriculum plans for children, to provide pre/post program evaluation and to involve parents in educational programs

PUB

POPULATION CHARACTERISTICS: Whites and blacks

PUB

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

STANDARDIZATION POPULATION: N=3008; ages 6 months to 12 years; 84% white, 14% black, 2% other; 9% lower class, 80% middle class, 11% upper class

PTM

NAME OF INSTRUMENT: Developmental Screening Inventory (DSI)

AUTHOR(S): Knobloch, H.

PUBLISHER: Department of Pediatrics

ADDRESS: Albany Medical College
Albany, New York 12208

COPYRIGHT DATE: 1966

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

INITIAL INVESTMENT: $4.50* (Set of 25)

COST PER PUPIL: $ .18*

ADMINISTRATION: Individual

ADMINISTRATOR: Non-professional (parent)

AGE-LOW: YR/ 1 MO

AGE-HIGH: 1 YR/ 6 MO

PURPOSE: Test developed by physician's for parents to use in serial observation of their children. Subtests measure the following areas: gross motor, fine motor, language, personal, social and adaptive development.

TESTING TIME: 15 minutes

TYPE OF RESPONSE: Rater

NAME OF INSTRUMENT: Developmental Screening Inventory (DSI)

SCORING: Moderate MACHINE______

PTM

DATA OBTAINED: Adaptive, gross motor, fine motor, language, personal-social scores; final evaluation - normal, questionable, or abnormal

QUALITATIVE FEATURES/CRITICISM: Excellent inventory for integration into health examinations; will probably not be useful for mass screening because of the required training, lack of established standardization, and limited data on reliability and validity; items selected from Gessell Developmental Schedules/ no underreferral in study using Gessell developmental examination as criterion (N=58)

PST-Stedman, D.J.

LIT-Knobloch, H., Pasamanick, B., & Sherard, E.S.

POPULATION CHARACTERISTICS:

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION)

1. Concurrent validity; Gessell examination score with DSI adaptive/gross motor/fine motor; r=.72/.81.63; N=58, ages 3½ to 18 months

1-LIT-Knobloch, H., Pasamanick, B., & Sherard, E.S.

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

STANDARDIZATION POPULATION: None

PST-Stedman, D.J.

NAME OF INSTRUMENT: Developmental Test of Visual Motor Integration

AUTHOR(S): Beery, K., & Buktenica, N.

PUBLISHER: Follett Publishing Company

ADDRESS: 1010 West Washington Boulevard
Chicago, Illinois 60607

COPYRIGHT DATE: 1967

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 2 (2 to 8, Short Form; 2 to 15, Long Form)

INITIAL INVESTMENT: $2.10 (Specimen Set) $36.00 (Complete Set)

COST PER PUPIL: $ .45 (Short Form) $ .63 (Long Form)

ADMINISTRATION: Individual or group

ADMINISTRATOR: Professional (teacher)

AGE-LOW: 2 YR/ 0 MO

AGE-HIGH: 15 YR/ 0 MO

PURPOSE: Test to screen children who may have potential visual perceptual or motor behavior problems. Test requires that children reproduce various geometric figures which are arranged in order of increasing difficulty.

TESTING TIME: 10 minutes

TYPE OF RESPONSE: Non-verbal

NAME OF INSTRUMENT: Developmental Test of Visual Motor Integration

SCORING: Easy MACHINE______

PTM
User

DATA OBTAINED: Total score; age equivalent score by sex for each stimulus card

QUALITATIVE FEATURES/CRITICISM: Higher age level=long form, same as short form with nine more items/ well-designed test booklet; clear directions; no recommendations on group size; scoring lacks objectivity, though high reliability possible with experience; sound theoretical and methodological construction

MMY

MMY-Chissom, B.S.

POPULATION CHARACTERISTICS: Standardization adequate only for ages 5 to 13 years from suburban schools

MMY-Chissom, B.S.

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

1. Concurrent validity; reading achievement; r=.50; N=342, grade 1

1-PUB (technical report)

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

1. Test retest reliability, 2 weeks; boys/girls; r=.83/.87; N=171, entire age range from standardization population, rural
2. Internal consistency: KR-20; r=.93; N=594 from standardization population, suburban

1-PUB (technical report)
2-PUB (technical report)

STANDARDIZATION POPULATION: N=1039; Illinois; 57% suburban, 26% urban, 17% rural; "average" children

MMY-Chissom, B.S.

NAME OF INSTRUMENT: Developmental Test of Visual Perception

AUTHOR(S): Frostig, M.

PUBLISHER: Consulting Psychologists Press

ADDRESS: 577 College Avenue
Palo Alto, California 94306

COPYRIGHT DATE: 1966 (Revised)

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

INITIAL INVESTMENT: $5.00 (Specimen Set) $10.00 (Examiner's Kit)

COST PER PUPIL: $ .40

ADMINISTRATION: Individual or group

ADMINISTRATOR: Professional (diagnostician)

AGE-LOW: 3 YR/ 0 MO

AGE-HIGH: 8 YR/ 0 MO

PURPOSE: Test to evaluate perceptual skills of young children in five different areas: eye motor coordination, figure ground, constancy of shape, position in space and spatial relationships.

TESTING TIME: 45 minutes

TYPE OF RESPONSE: Non-verbal

NAME OF INSTRUMENT: Developmental Test of Visual Perception

SCORING: Difficult MACHINE_____

PTM

DATA OBTAINED: Raw scores: eye motor coordination, figure-ground, form constancy, position in space and spatial relation; scaled scores; equivalents; total percentile quotient

QUALITATIVE FEATURES/CRITICISM: Valuable information obtained regarding child's method of processing information; designed primarily for young children

PTM

POPULATION CHARACTERISTICS: Children with potential learning difficulties and perceptual deficits/ cerebral palsied, deaf, mentally retarded and non-English speaking children

PTM

ETS

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

STANDARDIZATION POPULATION: N=2116; Southern California

PTM

NAME OF INSTRUMENT: Early Childhood Assessment: A Criterion-Referenced Screening Device

AUTHOR(S): Wendt, R., Schramm, R., & Schmaltz, D.

PUBLISHER: Cooperative Educational Service Agency 13

ADDRESS: 908 West Main Street
Waupun, Wisconsin 53963

COPYRIGHT DATE: 1973

NUMBER OF LEVELS: 6

NUMBER OF FORMS: 1

INITIAL INVESTMENT: $8.00

COST PER PUPIL: $ .25

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (teacher, diagnostician)
Non-professional (training required)

AGE-LOW: 3 **YR/** 6 **MO**

AGE-HIGH: 7 **YR/** 0 **MO**

PURPOSE: Criterion-referenced test designed to screen the child along a developmental sequence in the areas of auditory, visual, motor and verbal development. Results of test are then used to plan appropriate individual educational programs.

TESTING TIME: 50 minutes

TYPE OF RESPONSE: Verbal, non-verbal

NAME OF INSTRUMENT: Early Childhood Assessment: A Criterion Referenced Screening Device

SCORING: MACHINE_____

DATA OBTAINED: Scaled scores; behavioral observations

QUALITATIVE FEATURES/CRITICISM: Criterion-referenced screening device from which curricular activities can be planned

Manual

POPULATION CHARACTERISTICS:

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

STANDARDIZATION POPULATION:

NAME OF INSTRUMENT: Early Detection Inventory

AUTHOR(S): McGahan, F.E., & McGahan, C.

PUBLISHER: Follett Publishing Company

ADDRESS: 1010 West Washington Boulevard
Chicago, Illinois 60607

COPYRIGHT DATE: 1967

NUMBER OF LEVELS:

NUMBER OF FORMS:

INITIAL INVESTMENT: $8.25*

COST PER PUPIL: $ .55*

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (diagnostician)

AGE-LOW: 3 YR/ 0 MO

AGE-HIGH: 6 YR/ 0 MO

PURPOSE: Test evaluates child's readiness for a successful school experience. Test assesses readiness in the following areas: 1) social and emotional development, 2) physical development, 3) motor development and 4) intellectual development.

TESTING TIME: 35 minutes

TYPE OF RESPONSE: Verbal, non-verbal

NAME OF INSTRUMENT: Early Detection Inventory

SCORING: MACHINE_____

DATA OBTAINED: Three-point ratings in developmental areas: readiness, concept development, motor performance; three-point overall evaluation

QUALITATIVE FEATURES/CRITICISM: Child and one parent needed to complete inventory; program outlined to include vision and hearing, health, dental, family and social history; requires diverse personnel/ scoring oversimplified; three-point rating inadequate in some areas; scoring guidelines unclear

TADS

MMY-Huebner, M.H.

POPULATION CHARACTERISTICS:

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

No data

MMY

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

No data

MMY

STANDARDIZATION POPULATION:

No norms

MMY

118

NAME OF INSTRUMENT: Early Education Screening Test - Battery of Basic Skills Development

AUTHOR(S): Mayer, T.J.

PUBLISHER: School District of University City

ADDRESS: University City, Missouri 63130

COPYRIGHT DATE: 1969

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

INITIAL INVESTMENT:

COST PER PUPIL:

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (teacher, diagnostician)

AGE-LOW: 4 YR/ 0 MO

AGE-HIGH: 6 YR/ 0 MO

PURPOSE: Screening test to identify children with potential problems in the following areas: motor, auditory, visual, motor coordination, retention, language and cognition.

TESTING TIME: 30 minutes

TYPE OF RESPONSE: Verbal, non-verbal

NAME OF INSTRUMENT: Early Education Screening Test - Battery of Basic Skills Development

SCORING: MACHINE_____

DATA OBTAINED: Composite of seven tests: Peabody Picture Vocabulary Test - mental age, IQ, z-scores (standard deviations); Developmental Test of Visual-Motor Integration; Gross Motor Test - age equivalents, z-scores; four Illinois Test of Psycholinguistic Abilities subtests - psycholinguistic age, standard scores; five behavior ratings

QUALITATIVE FEATURES/CRITICISM:

A composite of different developmental tests summarized in profile form/ score sheets are complicated and confusing

Manual

User

POPULATION CHARACTERISTICS:

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

STANDARDIZATION POPULATION:

NAME OF INSTRUMENT: Early Identification Screening Inventory

AUTHOR(S): Medvedeff, E.

PUBLISHER: Mark James Press

ADDRESS: 1568 West Exchange Street
Akron, Ohio 44313

COPYRIGHT DATE:

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

INITIAL INVESTMENT: $3.25 (Specimen Set) $8.50 (Kit)

COST PER PUPIL: $ .15

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (teacher)

AGE-LOW: 5 YR/ 0 MO

AGE-HIGH: YR/ MO Adult

PURPOSE: Inventory which requires that teacher rate child's development in the following areas: visual motor, speech and hearing, physical, visual, psycho-motor and behavior.

TESTING TIME:

TYPE OF RESPONSE: Rater

NAME OF INSTRUMENT: Early Identification Screening Inventory

SCORING: MACHINE_____

DATA OBTAINED: Raw scores: visual motor, visual, speech and hearing, physical, behavioral, psychomotor and psychological; total scores

QUALITATIVE FEATURES/CRITICISM:

POPULATION CHARACTERISTICS:

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

STANDARDIZATION POPULATION:

NAME OF INSTRUMENT: The Educational Developmental Program, Kit I

AUTHOR(S): [illegible]erson, W.

PUBLISHER: Special Child Publications, Inc.

ADDRESS: 4535 Union Bay Place, N.E.
Seattle, Washington 98105

COPYRIGHT DATE: 1970

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

INITIAL INVESTMENT: $89.95 (Kit)

COST PER PUPIL: $ .75

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (teacher, diagnostician)

AGE-LOW: 4 YR/ 0 MO

AGE-HIGH: 7 YR/ 0 MO

PURPOSE: Test used by teachers to diagnose strengths and weaknesses of children who are having difficulty in normal academic programs. Kit assesses child's level of functioning in the following areas: information, language development, auditory discrimination, perception, fine and gross motor functioning and number concepts.

TESTING TIME:

TYPE OF RESPONSE: Verbal, non-verbal

NAME OF INSTRUMENT: The Educational Developmental Program, Kit I

SCORING: MACHINE______

DATA OBTAINED:

QUALITATIVE FEATURES/CRITICISM: Weak areas worked on with remedial techniques outlined in separate kit

PUB

POPULATION CHARACTERISTICS: Mentally retarded and elementary grade children (if minor adaptations are made)

ETS

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

STANDARDIZATION POPULATION:

NAME OF INSTRUMENT: Eliot-Pearson Screening Inventory

AUTHOR(S): Meisels, S.J., & Wiske, M.S.

PUBLISHER: Eliot-Pearson
Department of Child Study
ADDRESS: Tufts University
105 College Avenue
Medford, Massachusetts 02155

COPYRIGHT DATE: 1976 (Revised)

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

INITIAL INVESTMENT:

COST PER PUPIL:

ADMINISTRATION: Individual

ADMINISTRATOR: Professional **(teacher, diagnostician)**
Non-professional (students of child development)

AGE-LOW: 4 YR/ 0 MO

AGE-HIGH: 6 YR/ 0 MO

PURPOSE: Screening test used to evaluate children's perceptual, cognitive, language and motor development. Information from a health history, parent questionnaire and vision and hearing screening is used in conjunction with results from the screening inventory.

TESTING TIME: 15 **minutes**

TYPE OF RESPONSE: Verbal, non-verbal, rater (rater for parent questionnaire)

NAME OF INSTRUMENT: Eliot-Pearson Screening Inventory

SCORING: MACHINE_____

DATA OBTAINED: Total score; cutoff points determine categories of OK, rescreen or refer

QUALITATIVE FEATURES/CRITICISM: Indicates whether child lacks age-appropriate skills; does not reliably identify the area of a child's deficiency; test content areas include: visual-motor/adaptive, language and cognition, gross motor and body awareness

Manual

POPULATION CHARACTERISTICS:

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

1. Inter-rater reliability; tester-observer, four examiners; $\underline{r}$=.96; N=28, from four pre-school classrooms
2. Test retest reliability, 1 week; percentage agreement; $\underline{r}$=83%; N=41, four pre-school classrooms

1-Manual

2-Manual

STANDARDIZATION POPULATION: Trial-tested on more than 2500 children; ages 4 to 5 years; urban and residential settings

Manual

NAME OF INSTRUMENT: Evanston Early Identification Scale
(Field Research Edition)

AUTHOR(S): Landsman, M., & Dilliard, H.

PUBLISHER: Foliett Publishing Company

ADDRESS: 1010 West Washington Boulevard
Chicago, Illinois 60607

COPYRIGHT DATE: 1967

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

INITIAL INVESTMENT: $3.09*

COST PER PUPIL: $ .10*

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (teacher)

AGE-LOW: 5 YR/ 0 MO

AGE-HIGH: 6 YR/ 3 MO

PURPOSE: Screening device used to identify children who are expected to have emotional or perceptual difficulties. Test consists of one task, that of drawing a person.

TESTING TIME: 20 minutes

TYPE OF RESPONSE: Non-verbal

#127

NAME OF INSTRUMENT: Evanston Early Identification Scale (Field Research Edition)

SCORING: Easy to Moderate MACHINE______

DATA OBTAINED: Total score; cutoff points for risk classifications

MMY-McCarthy, J.J.

QUALITATIVE FEATURES/CRITICISM: Easy and quick to administer; simple scoring; manual clearly written/ little information on standardization population; claims of "highly efficient" not as yet supported; manageable though global scoring method may provide useful information

MMY-McCarthy, J.J.

MMY-Rosner, J.

POPULATION CHARACTERISTICS:

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

1. Predictive validity, 4 months; sensitivity/specificity in predicting 5 months below grade level on Wide Range Achievement Test from high risk rating; r=57%/81%; N=67, grade one

1-LIT-Ferinden, W.E., & Jacobsen, S.,

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

1. Inter-rater reliability; authors as the two raters; r=.97; N=117, grades 4 & 5

1-MMY

STANDARDIZATION POPULATION: N=117

MMY

NAME OF INSTRUMENT: Fairview Behavior Evaluation Battery for the Mentally Retarded

AUTHOR(S): Ross, R.T., Boroskin, M.A., & Giampiccolo, J.S.

PUBLISHER: Research Department
ADDRESS: Fairview State Hospital
2501 Harbor Boulevard
Costa Mesa, California 92626

COPYRIGHT DATE: 1970-1971

NUMBER OF LEVELS: 1 per form

5 scales

NUMBER OF FORMS: 1 per form

INITIAL INVESTMENT: $3.00 (Specimen Set) $52.00 (Kit)

COST PER PUPIL: $ .10

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (teacher)
Non-professional (parent, caretaker, ward personnel)

AGE-LOW: YR/ 1 MO

AGE-HIGH: 10 YR/ 0 MO

PURPOSE: Test consists of five complete checklists for the following areas: developmental, self-help, social skills, language evolution and problem behavior. Test was specifically designed for mentally retarded children.

TESTING TIME: 15 minutes per checklist

TYPE OF RESPONSE: Non-verbal

NAME OF INSTRUMENT: Fairview Behavior Evaluation Battery for the Mentally Retarded

SCORING: Easy MACHINE_____

PTM

DATA OBTAINED: Age equivalents; behavioral quotient; language quotient

QUALITATIVE FEATURES/CRITICISM:

POPULATION CHARACTERISTICS: Mildly, moderately, severely and profoundly mentally retarded

PTM

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

STANDARDIZATION POPULATION:

NAME OF INSTRUMENT: First Grade Screening Test (FGST)

AUTHOR(S): Pate, J.E., & Webb, W.W.

PUBLISHER: American Guidance Service, Inc.

ADDRESS: Publishers' Building
Circle Pines, Minnesota 55014

COPYRIGHT DATE: 1966

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 2 (separate booklets for male & female)

INITIAL INVESTMENT: $2.50 (Speciment Set) $14.50 (Kit)

COST PER PUPIL: $ .24

ADMINISTRATION: Group

ADMINISTRATOR: Professional (teacher)

AGE-LOW: 4 YR/ 6 MO

AGE-HIGH: 6 YR/ 0 MO

PURPOSE: Group test to identify children in first grade who will not make sufficient progress to go on to second grade. Test identifies children with the following types of problems: intellectual deficiency, central nervous system dysfunction and emotional distrubance.

TESTING TIME: 38 minutes (1st grade - 1 session, 30 minutes total
Kindergarten - 2 sessions, 45 minutes total)

TYPE OF RESPONSE: Non-verbal

NAME OF INSTRUMENT: First Grade Screening Test (FGST)

SCORING: Easy MACHINE______

PTM

DATA OBTAINED: Percentiles for end of kindergarten and for beginning of first grade

QUALITATIVE FEATURES/CRITICISM: Scoring of some items requires a degree of examiner judgement - examples for these items are provided

Manual

POPULATION CHARACTERISTICS: General middle-class orientation; user should be cautious about interpretations

PST-Anderson, S.A., & Barron, A.

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

1. Predictive validity, 5 months; sensitivity/specificity using cutoff score of 15 to predict teacher ratings of adequate progress; r=76%/91%; N=952, grade 1, six states nationwide
2. Predictive validity, 8 months; California Achievement Tests; r=.74; N=106, grade 1, distributed over United States
3. Predictive validity, 2½ years; sensitivity/specificity predicting failure in a primary grade from a cutoff score of 19; r=84%/67%; N=144, from grade 1, agricultural-industrial community

1-Manual

2-Manual

3-LIT-Webb, W.W., & Pate, J.E.,

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

1. Inter-rater reliability; teachers in four school systems; r=.98; N=129
2. Test retest reliability, 2 weeks/8 weeks; r=.84/.82; N=347/N=407, grade 1

1-Manual

2-Manual

STANDARDIZATION POPULATION: N=5534; grade 1, stratified for SES; urban-rural residence/ predominately cities under 50,000 (which limits representativeness)

Manual

PST-Anderson, S.A., & Barron, A.

NAME OF INSTRUMENT: A General Screening Instrument

AUTHOR(S): Harris, W.J., & King, D.R.

PUBLISHER: University of Maine

ADDRESS: Department of Special Education
Shibles Hall
Orono, Maine

COPYRIGHT DATE: Not copyrighted

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

INITIAL INVESTMENT:

COST PER PUPIL:

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (teacher)

AGE-LOW: YR/ MO

AGE-HIGH: YR/ MO

PURPOSE: Instrument used by classroom teacher to identify children with potential learning and behavior problems. Test covers academic and behavioral areas of functioning.

TESTING TIME:

TYPE OF RESPONSE: Rater

NAME OF INSTRUMENT: A General Screening Instrument

SCORING: MACHINE____

DATA OBTAINED: Items scored on a scale of one to five

QUALITATIVE FEATURES/CRITICISM: Developed from Quay-Peterson & Myklebust Scale; pre-training is recommended

Manual

POPULATION CHARACTERISTICS:

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

STANDARDIZATION POPULATION: N=775; rural

Manual

NAME OF INSTRUMENT: Gessell Developmental Examination

AUTHOR(S): Ilg, F., & Ames, L.B.

PUBLISHER: Western Psychological Services
Programs for Education
ADDRESS: Box 85
Lumberville, Pennsylvania

COPYRIGHT DATE: 1965

NUMBER OF LEVELS: 7

NUMBER OF FORMS: 1

INITIAL INVESTMENT: $12.50 (Set)

COST PER PUPIL: $ .33

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (diagnostician)

AGE-LOW: 5 **YR/** 0 **MO**

AGE-HIGH: 10 **YR/** 0 **MO**

PURPOSE: Test to assess child's developmental level, as opposed to IQ or chronological age. Subtests include: writing name, address, numbers, copying figures and forms, incomplete man, right and left subtests, matching forms, memory for designs, visual projective test and naming animals.

TESTING TIME: 30 minutes

TYPE OF RESPONSE: Verbal, non-verbal

NAME OF INSTRUMENT: Gessell Developmental Examination

SCORING: Difficult MACHINE______

DATA OBTAINED: Age norms for tasks

PST-Goldstein, A.

QUALITATIVE FEATURES/CRITICISM: Contains items related to later school success, reflecting past learning rather than development; directions for administering and interpreting the test presented in Ilg and Ames' book School Readiness - confusing and difficult to use as manual; norms inadequate (percentages passing items at each age level); no total, subtest or cutoff scores/ lack of inter-rater reliability is serious flaw

PST-Egeland, B.

PST-Goldstein, A.

POPULATION CHARACTERISTICS:

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION)

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

STANDARDIZATION POPULATION: 65 boys and girls at each half-year age level; ages 5 to 10 years; disproportionately bright and upper-middle class

PST-Goldstein, A.

NAME OF INSTRUMENT: Gessell Developmental Schedules

AUTHOR(S): Gessell, A.

PUBLISHER: Mr. Nigel Cox

ADDRESS: 69 Fawn Drive
Cheshire, Connecticut 06410

COPYRIGHT DATE: 1940

NUMBER OF LEVELS:

NUMBER OF FORMS:

INITIAL INVESTMENT:

COST PER PUPIL:

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (diagnostician)

AGE-LOW: YR/ 1 MO

AGE-HIGH: 6 YR/ 0 MO

PURPOSE: Test assesses developmental level of children in four major areas of functioning: motor development, language, adaptive behavior and personal-social adjustment.

TESTING TIME:

TYPE OF RESPONSE: Rater

NAME OF INSTRUMENT: Gessell Developmental Schedules

SCORING: Easy MACHINE______

User

DATA OBTAINED: Developmental quotient

QUALITATIVE FEATURES/CRITICISM: Good general developmental inventory; durable materials and appropriate content; picture cards are too small; no manual available as test directions are in two books by Gessell

User

POPULATION CHARACTERISTICS: Mildly delayed preschoolers

User

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

STANDARDIZATION POPULATION:

NAME OF INSTRUMENT: Goldman-Fristoe-Woodcock Auditory Skills Test Battery

AUTHOR(S): Goldman, R., Fristoe, M., & Woodcock, R.

PUBLISHER: American Guidance Service, Inc.

ADDRESS: Publishers' Building
Circle Pines, Minnesota 55014

COPYRIGHT DATE: 1969

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

INITIAL INVESTMENT: $23.00 (Complete kit)

COST PER PUPIL: $ .07

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (teacher)

AGE-LOW: 3 YR/ 8 MO

AGE-HIGH: YR/ MO Adult

PURPOSE: Test to evaluate child's ability to discriminate speech and sounds under both quiet and distracting noise conditions. Subtests include: auditory selective attention test, diagnostic auditory discrimination test, auditory memory test and sound-symbol-test.

TESTING TIME: 15 minutes

TYPE OF RESPONSE: Verbal

139

NAME OF INSTRUMENT: Goldman-Fristoe-Woodcock Auditory Skills Test Battery

SCORING: Easy

MACHINE______

LIT-Proger, B.

DATA OBTAINED: "Quiet" subtest; "noise" subtest; total score

QUALITATIVE FEATURES/CRITICISM: Includes training procedure section; tape recording ensures standardization; noise subtest requires examinee to hear above background sounds and voices; item construction based on everyday tasks, as opposed to same-different evaluation of pairs of words as in related tests; analysis categories can be scored for research or clinical purposes, but authors caution that no norms are given and reliability is low

LIT-Proger, B.

POPULATION CHARACTERISTICS: Children with learning disabilities and speech and hearing problems

PTM

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

1. Concurrent validity; Primary Mental Abilities Test, quiet/noise; r=.48/.24; N=122, kindergarten

1-LIT-Proger, B.

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

1. Test retest reliability; quiet/noise; r=.87/.81; N=17, preschool speech handicapped
2. Internal consistency; ranges for quiet subtest/noise subtest; ranges: r=.53-.85 (quiet subtest)/r=.52-.61 (noise subtest); N=745 from standardization population
3. Alternate forms; correlation of noise with quiet subtest, range for age levels; range: r=.32-.47; N=745, from standardization population

1-LIT-Proger, B.
2-LIT-Proger, B.
3-LIT-Proger, B.

STANDARDIZATION POPULATION: N=745; ages 3 years to adult; persons with apparently normal hearing

LIT-Proger, B.

NAME OF INSTRUMENT: Goodenough Harris Drawing Test

AUTHOR(S): Goodenough, S.L., & Harris, D.B.

PUBLISHER: Harcourt, Brace, Jovanovich, Inc.

ADDRESS: 757 Third Avenue
New York, New York 10017

COPYRIGHT DATE: 1963

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 3

INITIAL INVESTMENT: $5.75*

COST PER PUPIL: $ .25*

ADMINISTRATION: Individual or Group

ADMINISTRATOR: Professional (diagnostician)

AGE-LOW: 3 YR/ 0 MO

AGE-HIGH: 15 YR/ 0 MO

PURPOSE: Group or individual test to assess cognitive and intellectual maturity through a person's drawing. Value of test is its use as part of a battery of tests. Subtests include: draw-a-man, draw-a-woman, draw-yourself.

TESTING TIME: 13 minutes

TYPE OF RESPONSE: Non-verbal

NAME OF INSTRUMENT: Goodenough Harris Drawing Test

SCORING: Moderate MACHINE______

PTM

DATA OBTAINED: Standard scores and percentiles, separate by sex

QUALITATIVE FEATURES/CRITICISM: Users cautioned against using test to diagnose mental impairment, since it is heavily affected by personality variables; most useful as projective tool for clinical assessment/ often first in test battery; non-threatening, quick, interesting; Harris revision improves scoring and standardization; most reliability and validity data from 1926

TADS

MMY-Dunn, L.M.

POPULATION CHARACTERISTICS:

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

1. Predictive validity; sensitivity/specificity, cutoff of 85 to predict psycho-educational problems (several criteria); r=66%/86%; N=356, kindergarten to grade 6, Owatonna, Minnesota
2. Concurrent validity; Lorge-Thorndike; r=.38, range: .17-.53; N=200, grades 3 to 6, separated by grade level, Owatonna, Minnesota

1-LIT-Nelson, T.F.

2-LIT-Nelson, T.F.

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

1. Inter-rater reliability; range of unspecified sources; range: r=.91-.98
2. Test retest reliability, up to 3 months; range of unspecified sources; range: r=.60-.80
3. Internal consistency: split-half; range of unspecified sources; range: r=.70-.90

1-MMY-Dunn, L.M.

2-MMY-Anastasi, A.

3-MMY-Anastasi, A.

STANDARDIZATION POPULATION: N=2975; ages 5 to 15; four geographic areas; SES cross section

MMY-Anastasi, A.

NAME OF INSTRUMENT: Harris Tests of Lateral Dominance

AUTHOR(S): Harris, A.J.

PUBLISHER: Distributed by:
The Psychological Corporation

ADDRESS: 304 East 45th Street
New York, New York 10017

COPYRIGHT DATE: 1958

NUMBER OF LEVELS:

NUMBER OF FORMS:

INITIAL INVESTMENT: $1.75 (Specimen Set) $8.40 (Set)

COST PER PUPIL: $ .13

ADMINISTRATION: Individual

ADMINISTRATOR: Professional

AGE-LOW: 7 YR/ 0 MO

AGE-HIGH: YR/ MO Adult

PURPOSE: A manual of examining procedures which brings together a collection of tests of lateral dominance. Subtests include knowledge of right and left, hand preferences, simultaneous writing, handwriting, tapping, dealing cards, strength of grip, monocular tests and binocular tests.

TESTING TIME: 15 minutes

TYPE OF RESPONSE: Non-verbal

NAME OF INSTRUMENT: Harris Tests of Lateral Dominance

SCORING: MACHINE_____

DATA OBTAINED: Percentiles for four age ranges: 7-8, 9-10, 11 and up, and adult

QUALITATIVE FEATURES/CRITICISM: Various props are needed to administer test/ requires careful observation and recording as well as skilled evaluation

ETS

User

POPULATION CHARACTERISTICS:

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

STANDARDIZATION POPULATION:

144

NAME OF INSTRUMENT: Houston Test for Language Development

AUTHOR(S): Crabtree, M.

PUBLISHER: Houston Test Company

ADDRESS: P.O. Box 35152
Houston, Texas

COPYRIGHT DATE: 1963 (Revised edition will be available in 1978)

NUMBER OF LEVELS: 2 (6 months to 3 years) (3 years to 6 years)

NUMBER OF FORMS: 1

INITIAL INVESTMENT: $35.00* (Kit - Parts I and II)

COST PER PUPIL:

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (speech clinician)

AGE-LOW: YR/ 6 MO

AGE-HIGH: 6 YR/ 0 MO

PURPOSE: Test provides descriptive information about a child's language. Part One, which is for ages 6 months to 3 years, is mainly an observational device and Part Two, which is for ages 3 years to 6 years, is a screening device for language disorders. Part Two includes sections on: vocabulary, identification of body parts and gestures, geometric drawings, designs, counting and a language sample.

TESTING TIME: 30 minutes

TYPE OF RESPONSE: Verbal, non-verbal

NAME OF INSTRUMENT: Houston Test for Language Development

SCORING: MACHINE_____

DATA OBTAINED: Total score; basal score (age at which all items passed); upper age (highest age at which any item passed)

QUALITATIVE FEATURES/CRITICISM: Scoring subjective, gross; materials not durable; not recommended/ Part One: superficial index of normality, observational device, random behavior may be credited; Part Two: composite of social-motor and vocal behavior indices, child with minimal skills may score in normal limits, fails to measure syntax, language performance/ revision due 1978 with norms for minorities and low SES

MMY-Byrne, M.C.

MMY-Turton, L.J.

PUB

POPULATION CHARACTERISTICS: Limited norming population; use with caution/ no value for any population

MMY-Turton, L.J.

User

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

1. Test retest reliability, 1 week; $\underline{r}$=.84; N=113, population not described

1-Manual

STANDARDIZATION POPULATION: Part One: N=113; Part Two: N=215; Houston; white; handicapped and bilingual excluded

PST-Cripe, A.E.

NAME OF INSTRUMENT: Infant Behavior Inventory

AUTHOR(S): Scheafer, E., & Aaronson, M.

PUBLISHER: National Institute of Mental Health

ADDRESS: Rockville, Maryland

COPYRIGHT DATE: 1975 (not copyrighted)

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

INITIAL INVESTMENT:

COST PER PUPIL:

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (teacher)

AGE-LOW: 1 YR/ 0 MO

AGE-HIGH: 3 YR/ 0 MO

PURPOSE: Inventory consists of 115 descriptions of possible infant behaviors covering the areas of attentiveness, concentration, distractibility, fatigue, perserverance, verbal expressiveness, etc.

TESTING TIME: 25 minutes

TYPE OF RESPONSE: Rater

147

NAME OF INSTRUMENT: Infant Behavior Inventory

SCORING: Moderate MACHINE_____

PTM

DATA OBTAINED:

QUALITATIVE FEATURES/CRITICISM:

POPULATION CHARACTERISTICS:

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

STANDARDIZATION POPULATION:

NAME OF INSTRUMENT: Infant Intelligence Scale

AUTHOR(S): Cattell, P.

PUBLISHER: Psychological Corporation

ADDRESS: 304 East 45th Street
New York, New York 1001

COPYRIGHT DATE: 1960 (Revised)

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

INITIAL INVESTMENT: $119.00 (Kit & Manual)

COST PER PUPIL: $ .12

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (diagnostician)

AGE-LOW: YR/ 3 MO

AGE-HIGH: 2 YR/ 6 MO

PURPOSE: Test is a downward extension of the revised Stanford-Binet Scale. It provides a mental age for children 3 to 30 months of age.

TESTING TIME: 30 minutes

TYPE OF RESPONSE: Verbal, non-verbal

NAME OF INSTRUMENT: Infant Intelligence Scale

SCORING: Difficult MACHINE_____

DATA OBTAINED: Mental age; IQ

PTM

QUALITATIVE FEATURES/CRITICISM: Difficult scoring as examiner must determine whether responses were attained on purpose or by chance

PTM

POPULATION CHARACTERISTICS:

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

1. Concurrent validity; Stanford-Binet; range: r=.56-.86; N not specified

1-PTM

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

STANDARDIZATION POPULATION: N=274; ages 3 to 36 months; 1300 exams

PTM

150

NAME OF INSTRUMENT: Initial Screening Checklist

AUTHOR(S): Harris, W.J.

PUBLISHER: Walter J. Harris
ADDRESS: Shibles Hall
University of Maine
Orono, Maine 04473

COPYRIGHT DATE: 1977

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

INITIAL INVESTMENT:

COST PER PUPIL: $ .15

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (teacher)

AGE-LOW: 6 YR/ 0 MO

AGE-HIGH: 14 YR/ 0 MO

PURPOSE: Checklist of 45 items used to initially identify children with potential learning and/or behavior problems. Checklist measures the following areas: self-control, introversion, interpersonal behavior, anxiety, coordination, attention, language and time and space orientation.

TESTING TIME:

TYPE OF RESPONSE: Rater

NAME OF INSTRUMENT: Initial Screening Checklist

SCORING: MACHINE x

DATA OBTAINED: Self-control, introversion, interpersonal behavior, anxiety, coordination, attention, language, time and space orientation scores

QUALITATIVE FEATURES/CRITICISM:

POPULATION CHARACTERISTICS:

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

STANDARDIZATION POPULATION:

NAME OF INSTRUMENT: Inter-American Services: Test of General Ability, Preschool Level

AUTHOR(S):

PUBLISHER: Guidance Testing Associates

ADDRESS: 6516 Shirley Avenue
Austin, Texas 78752

COPYRIGHT DATE: 1966

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

INITIAL INVESTMENT: $6.00 (Kit)

COST PER PUPIL: $ .06

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (teacher)

AGE-LOW: 4 YR/ 0 MO

AGE-HIGH: 5 YR/ 0 MO

PURPOSE: Test measures general mental ability and school readiness. Subtests include oral vocabulary, number, association and classification. A form of the test is also available in Spanish.

TESTING TIME: 45 minutes (20-25 minutes on two different days)

TYPE OF RESPONSE: Non-verbal

NAME OF INSTRUMENT: Inter-American Services: Test of General Ability, Preschool Level

SCORING: Easy MACHINE_____

PTM

DATA OBTAINED: Verbal-numerical score (from oral vocabulary and number subtests), non-verbal score (from association and classification subtests); grade equivalency score

QUALITATIVE FEATURES/CRITICISM: Scoring keys available

PTM

POPULATION CHARACTERISTICS:

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

STANDARDIZATION POPULATION:

NAME OF INSTRUMENT: Inventory for Language Abilities

AUTHOR(S): Minskoff, E.H., Wiseman, D.E., & Minskoff, J.G.

PUBLISHER: Educational Performance Associates

ADDRESS: Ridgefield, New Jersey 07657

COPYRIGHT DATE: 1972

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

INITIAL INVESTMENT:

COST PER PUPIL:

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (teacher)

AGE-LOW: 4 YR/ 0 MO

AGE-HIGH: 8 YR/ 0 MO

PURPOSE: Screening device used by the classroom teacher to identify children with possible language disabilities. Subtests include: auditory reception, visual reception, auditory association, visual association, verbal expression, manual expression, auditory memory, visual memory, grammatic closure, visual closure and auditory closure and sound blending.

TESTING TIME:

TYPE OF RESPONSE: Rater

NAME OF INSTRUMENT: Inventory for Language Abilities

SCORING: MACHINE______

DATA OBTAINED: Auditory reception, auditory association, visual reception, visual association, verbal expression, manual expression, auditory memory, visual memory, grammatic closure, visual closure and auditory closure and sound blending scores

QUALITATIVE FEATURES/CRITICISM: Profile of child's performance indicates his/her strengths and weaknesses

Manual

POPULATION CHARACTERISTICS:

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

STANDARDIZATION POPULATION:

NAME OF INSTRUMENT: Inventory of Readiness Skills

AUTHOR(S): Shelquist, J., Breeze, B., & Jacquot, B.

PUBLISHER: Educational Programmers, Inc.

ADDRESS:
P.O. Box 332
Roseburg, Oregon 97470

COPYRIGHT DATE: 1973 (Revised)

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

INITIAL INVESTMENT: $4.65 (Specimen Set) $10.95 (Set)

COST PER PUPIL: $ .37

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (teacher, diagnostician)

AGE-LOW: 3 YR/ 0 MO

AGE-HIGH: 7 YR/ 0 MO

PURPOSE: Test to assist teachers in assessing children's fundamental skills before formal instruction is begun. Subtests include auditory memory, word discrimination, body awareness, locational and directional concepts, color discrimination, visual perception, letters and letter names.

TESTING TIME: 20 minutes

TYPE OF RESPONSE: Verbal, non-verbal

NAME OF INSTRUMENT: Inventory of Readiness Skills

SCORING: Easy MACHINE______

PTM

DATA OBTAINED: Auditory memory sequential, word discrimination, body awareness, location and directional concepts, color discrimination, visual motor coordination, visual perception of letters, letter names, total scores; cutoffs for five ranges - very low to very high

QUALITATIVE FEATURES/CRITICISM: May be used for pre-test and post-test measurement

Manual

POPULATION CHARACTERISTICS: Preschool, kindergarten and first grade children

Manual

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

STANDARDIZATION POPULATION:

NAME OF INSTRUMENT: Jansky Screening Index

AUTHOR(S): Jansky, J.J.

PUBLISHER: Matt-Jansky

ADDRESS: 120 East 89th Street
New York, New York 10028

COPYRIGHT DATE: 1972

NUMBER OF LEVELS:

NUMBER OF FORMS:

INITIAL INVESTMENT: $16.50

COST PER PUPIL: $ .04

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (teacher, diagnostician)
Non-professional (training required)

AGE-LOW: 5 YR/ 0 MO

AGE-HIGH: 6 YR/ 0 MO

PURPOSE: Test identifies kindergarten children who might risk failing reading after two years of schooling. Subtests include: partial Bender Motor Gestalt, word matching, letter naming, picture naming and sentence memory.

TESTING TIME: 20 minutes

TYPE OF RESPONSE: Verbal, non-verbal

NAME OF INSTRUMENT: Jansky Screening Index

SCORING: Moderate MACHINE______

DATA OBTAINED: Collection of five tests: Bender Motor Gestalt (partial), Gates word matching, letter naming, Jansky picture naming, Binet sentence memory; coverted scores

PST-Goldstein, A.

QUALITATIVE FEATURES/CRITICISM: Found useful in adapted form for locating children who have difficulty in kindergarten and for predicting reading achievement in grade 2/ designed for use with book Preventing Reading Failure, excellent for review of reading prediction and chapter on intervention· complicated procedures tend to overwhelm; poor reliability

User

PST-Goldstein, A.

POPULATION CHARACTERISTICS: Has flexible norms, which makes sense in view of heavy minority sample

PST-Goldstein, A.

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

1. Predictive validity, 1 year; Cooperative Primary Reading Tests; r=.47; N=433, kindergarten, middle-class, urban
2. Predictive validity, 1 year; sensitivity/specificity predicting Gates-MacGinitie Reading (comprehension) below 1.7 from cutoff of four or fewer tests passed: r=61%/75%

1-LIT-Feshbach, S.
2-LIT-Feshbach, S.

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

STANDARDIZATION POPULATION: white, black, Puerto Rican; New York

PST-Goldstein, A.

NAME OF INSTRUMENT: Kindergarten Auditory Screening Test

AUTHOR(S): Katz, J.

PUBLISHER: Follett Publishing Company

ADDRESS: 1010 West Washington Boulevard
Chicago, Illinois 60607

COPYRIGHT DATE: 1971

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

INITIAL INVESTMENT: $2.10 (Specimen Set) $7.50 (Kit - record & guide)

COST PER PUPIL: $ .27

ADMINISTRATION: Group

ADMINISTRATOR: Professional (teacher, diagnostician)

AGE-LOW: 4 YR/ 6 MO

AGE-HIGH: 6 YR/ 0 MO

PURPOSE: Screening device used to identify kindergarten and first grade children who have auditory perception difficulties. Subtests include: listening for speech against a background of noise, synthesizing phonemes into words and telling whether words in pairs are the same or different.

TESTING TIME: 20 minutes

TYPE OF RESPONSE: Non-verbal

NAME OF INSTRUMENT: Kindergarten Auditory Screening Test

SCORING: Easy

MACHINE______

PTM

DATA OBTAINED: Speech in environmental noise, phonemic synthesis and same/different scores; cutoff points for fail, borderline and pass

QUALITATIVE FEATURES/CRITICISM: Test is fully recorded on a 33 1/3 rpm record

PTM

POPULATION CHARACTERISTICS:

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION)

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

STANDARDIZATION POPULATION: N=600; five states; SES controlled

PTM

162

NAME OF INSTRUMENT: Kindergarten Evaluation of Learning Potential (KELP)

AUTHOR(S): Wilson, J.A.R., & Robeck, M.C.

PUBLISHER: AEVAC, Inc.

ADDRESS: 1500 Park Avenue
South Plainfield, New Jersey 07080

COPYRIGHT DATE: 1969

NUMBER OF LEVELS: 3

NUMBER OF FORMS: 1

INITIAL INVESTMENT: $219.36* (Set)

COST PER PUPIL:

ADMINISTRATION: Group

ADMINISTRATOR: Professional (teacher, diagnostician)

AGE-LOW: 4 YR/ 6 MO

AGE-HIGH: 6 YR/ 0 MO

PURPOSE: Test predicts child's school success in the early grades based on learning that child actually does in kindergarten. Test is designed to be used as both a teaching and evaluation instrument.

TESTING TIME: No time limit

TYPE OF RESPONSE: Verbal, non-verbal

NAME OF INSTRUMENT: Kindergarten Evaluation of Learning Potential (KELP)

SCORING: Easy

MACHINE______

PTM

DATA OBTAINED: Skipping, color identification, bead design, bolt board, block design, calendar, number boards, safety signs, writing a name, auditory perception, social interaction scores; stanine scores

QUALITATIVE FEATURES/CRITICISM: Performance depends upon teacher's skill as well as child's development, halo effect; not useful as a test in present form, more appropriate for day-to-day evaluation (as authors suggest) than end-of-year tabulation; norm tables and information on how to interpret not in manual/ stanine norms can be obtained from authors

MMY-Borg, W.R.

TADS

POPULATION CHARACTERISTICS:

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

STANDARDIZATION POPULATION:

NAME OF INSTRUMENT: Language Facility Test

AUTHOR(S): Daily, J.T.

PUBLISHER: Allington Corporation

ADDRESS: 801 North Pitt Street
Alexandria, Virginia 22314

COPYRIGHT DATE: 1965

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 3

INITIAL INVESTMENT: $15.00

COST PER PUPIL:

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (teacher, diagnostician)

AGE-LOW: 3 YR/ 0 MO

AGE-HIGH: 15 YR/ 0 MO

PURPOSE: Test consists of pictures used to elicit language samples from children. Scoring is based on the complexity and the organization of the story told. Test is useful for early identification of mental retardation and for prediction of reading problems.

TESTING TIME: 10 minutes

TYPE OF RESPONSE: Verbal

NAME OF INSTRUMENT: Language Facility Test

SCORING: MACHINE_____

DATA OBTAINED: Nine-point quality score for each of three pictures; total score; percentiles; age equivalent scores; summary ratings of "development zones" (slow, low-average, high-average, accelerated)

QUALITATIVE FEATURES/CRITICISM: Manual includes sufficient scoring examples; no evidence given for equivalence of alternative forms; Spanish version of manual available

User

POPULATION CHARACTERISTICS: Manual shows score distributions for mentally retarded, physically handicapped, deaf, poor readers, middle class nursery school children and first graders, minority and inner city populations; scores differentiate between disadvantaged and retardates

Manual

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

1. Concurrent validity; teacher rating of scholastic performance; r=.18; N=279, grade 1, low income, towns and small cities
2. Concurrent validity; Peabody Picture Vocabulary Test; r=.37; N=630, 9 year olds, Washington, D.C.
3. Concurrent validity; Metropolitan Readiness Test; r=.12; N=630, 9 year olds, Washington, D.C.

1-Manual
2-Manual
3-Manual

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

1. Inter-rater reliability; r=.92; N=117, Terrell, Texas, Head Start program
2. Test retest reliability, 15 weeks; r=.46; N=112, ages 4 to 6, inner city
3. Internal consistency; average intercorrelation between individual pictures; r=.70; N=630, 9 year olds, Washington, D.C.
4. Test retest reliability, 24 months; r=.59; N=123, ages 8 to 11, inner city

1-Manual
2-Manual
3-Manual
4-Manual

STANDARDIZATION POPULATION: N=approximately 4000; ages 3 to 20 years; ten cities in the East and South United States

Manual

NAME OF INSTRUMENT: Language and Learning Disorders of the Pre-Academic Child

AUTHOR(S): Bangs, T.E.

PUBLISHER: Western Psychological Services

ADDRESS: 12031 Wilshire Boulevard
Los Angeles, California 90025

COPYRIGHT DATE: 1968

NUMBER OF LEVELS: 5 (under age 3, beginning level, pre-kindergarten, kindergarten and readiness levels)

NUMBER OF FORMS:

INITIAL INVESTMENT: $12.75 (Kit)

COST PER PUPIL:

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (diagnostician)

AGE-LOW: YR/ 1 MO

AGE-HIGH 6 YR/ 0 MO

PURPOSE: Battery designed to 1) provide a diagnosis, 2) help identify the etiology, 3) present essential information for treatment and training and 4) demonstrate gains as measured by reassessment of child's language and cognitive development.

TESTING TIME: 75 minutes

TYPE OF RESPONSE: Verbal

NAME OF INSTRUMENT: Language and Learning Disorders of the Pre-Academic Child

SCORING: Moderate MACHINE_____ PTM

DATA OBTAINED:

QUALITATIVE FEATURES/CRITICISM:

POPULATION CHARACTERISTICS: Deaf, mentally retarded, aphasic, brain injured, emotionally disturbed, perceptually handicapped and language delayed children PUB

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION)

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

STANDARDIZATION POPULATION:

NAME OF INSTRUMENT: Laradon Articulation Scale

AUTHOR(S): Edmonston, W.

PUBLISHER: Western Psychological Services

ADDRESS: 12031 Wilshire Boulevard
Los Angeles, California 90025

COPYRIGHT DATE: 1960-1963

NUMBER OF LEVELS:

NUMBER OF FORMS: 2

INITIAL INVESTMENT: $32.50 (Kit)

COST PER PUPIL: $ .19

ADMINISTRATION: Individual

ADMINISTRATOR: Professional

AGE-LOW: 1 YR/ 0 MO

AGE-HIGH: 8 YR/ 6 MO

PURPOSE: Picture articulation test which is based on a model phonemic system. Test yields an articulation age score, a raw score, an intelligibility index and three potential programmatic scores.

TESTING TIME: 30 minutes

TYPE OF RESPONSE: Verbal

NAME OF INSTRUMENT: Laradon Articulation Scale

SCORING: MACHINE_____

DATA OBTAINED: Articulation age; raw score; intelligibility index; three derived scores

QUALITATIVE FEATURES/CRITICISM: Based on neither phonetic nor phonemic systems, but a cross between the two; not standardized on general population; user must be extremely cautious in assuming test-retest or inter-examiner reliability· no indications of validity; no reason to recommend over other familiar tests

MMY-Turton, L.J.

POPULATION CHARACTERISTICS:

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

1. Alternate forms; r=.94; N=72 (48 speech or intellectually handicapped), 5 year age range

1-MMY-Turton, L.J.

STANDARDIZATION POPULATION: None (assumes that Templin norms are applicable)

MMY-Turton, L.J.

NAME OF INSTRUMENT: Lexington Developmental Scale (Short Form)

AUTHOR(S): Child Development Centers of United Cerebral Palsy of the Bluegrass

PUBLISHER: United Cerebral Palsy of the Bluegrass, Inc.

ADDRESS: P.O. Box 8003, 465 Springhill Drive
Lexington, Kentucky 40503

COPYRIGHT DATE: 1975

NUMBER OF LEVELS: 2

NUMBER OF FORMS: 1

INITIAL INVESTMENT: $1.75 (Short Form - Manual and Chart)

COST PER PUPIL: $ .25

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (teacher)
Non-professional (parent)

AGE-LOW: YR/ 11 MO

AGE-HIGH: 6 YR/ 0 MO

PURPOSE: Instrument used to assess children's development in the following areas: motor, language, cognitive, emotional and personal-social development. Scale can be used to assess children, to plan curricula, to evaluate progress and to help parents understand their child.

TESTING TIME: 30 minutes

TYPE OF RESPONSE: Verbal, non-verbal

NAME OF INSTRUMENT: Lexington Developmental Scale (Short Form)

SCORING: Easy MACHINE______

PTM

DATA OBTAINED: Age level for each item charted on graph; form also includes hearing and vision screening

QUALITATIVE FEATURES/CRITICISM:

POPULATION CHARACTERISTICS:

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

1. Internal consistency: Spearman-Brown; range for subtests; range: r=.90-.99; N not specified

PUB

STANDARDIZATION POPULATION: N=33; preschool

PTM

NAME OF INSTRUMENT: The Magic Kingdom: A Preschool Screening Program

AUTHOR(S): Gingold, W.

PUBLISHER: Southeast Mental Health and Retardation Center

ADDRESS: 700 1st Avenue South
Fargo, North Dakota 58102

COPYRIGHT DATE: 1973

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

INITIAL INVESTMENT: $39.00 (Kit)

COST PER PUPIL: $ 4.00

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (teacher)
Non-professional (parent, trained volunteer)

AGE-LOW: 3 YR/ 0 MO

AGE-HIGH: 6 YR/ 0 MO

PURPOSE: Test used to identify developmentally disabled preschool children. Test evaluates the following areas: motor, visual, auditory, language, conceptual, social-emotional and self-help functioning.

TESTING TIME: 90 minutes

TYPE OF RESPONSE: Verbal, non-verbal

173

NAME OF INSTRUMENT: The Magic Kingdom: A Preschool Screening Program

SCORING: MACHINE______

DATA OBTAINED: Motor, visual, auditory and language batteries of six subtests each; self-concept test; Walker Readiness Test; percentiles for Walker Readiness

QUALITATIVE FEATURES/CRITICISM: Parents included in many aspects of screening process; package outlines how to plan and implement an extensive preschool screening program; screening performed in three environmental settings: 1) home, 2) in small groups and 3) in large groups

PUB

POPULATION CHARACTERISTICS:

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

1. Concurrent validity; Metropolitan Readiness Test; r=.80; N=27, kindergarten

PUB

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

STANDARDIZATION POPULATION:

NAME OF INSTRUMENT: A Manual for the Assessment of a "Deaf-Blind" Multiple Handicapped Child - Revised Edition

AUTHOR(S): Collins, M.T., & Rudolph, J.M.

PUBLISHER: Midwest Regional Resource Center for Services to Deaf/Blind Children

ADDRESS: P.O. Box 420
Lansing, Michigan 48902

COPYRIGHT DATE:

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

INITIAL INVESTMENT:

COST PER PUPIL:

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (teacher)

AGE-LOW: YR/ MO

AGE-HIGH: YR/ MO

PURPOSE: Comprehensive checklist used to obtain information about a child's development in the following areas: self-help skills, social, gross motor, fine motor, communication and cognition.

TESTING TIME: 25 minutes

TYPE OF RESPONSE: Rater

NAME OF INSTRUMENT: A Manual for the Assessment of a "Deaf-Blind" Multiple Handicapped Child - Revised Edition

SCORING: Moderate

MACHINE______

PTM

DATA OBTAINED: Item scores only

QUALITATIVE FEATURES/CRITICISM: Instrument used to measure the progress of children; includes form for vision, hearing, general health and developmental information

Manual

POPULATION CHARACTERISTICS: Deaf-blind children

Manual

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

STANDARDIZATION POPULATION: N=350; blind-deaf

PTM

NAME OF INSTRUMENT: Maturity Level for School Entrance and Reading Readiness

AUTHOR(S): Banham, K.M.

PUBLISHER: American Guidance Service, Inc.

ADDRESS: Publishers' Building
Circle Pines, Minnesota

COPYRIGHT DATE: 1959

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

INITIAL INVESTMENT: $.65 (Specimen Set) $4.50 (Set)

COST PER PUPIL: $.08

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (teacher, diagnostician)
Non-professional (parent)

AGE-LOW: 5 YR/ 0 MO

AGE-HIGH: 6 YR/ 6 MO

PURPOSE: Inventory to provide a quick estimate of a child's reading and school readiness. Checklist measures child's body coordination, eye-hand coordination, speech and language comprehension, personal independence and social cooperation.

TESTING TIME: 20 minutes

TYPE OF RESPONSE: Rater

177

NAME OF INSTRUMENT: Maturity Level for School Entrance and Reading Readiness

SCORING: Moderate

MACHINE______

PTM

DATA OBTAINED: Reading readiness scores; total maturity level: norms stated in terms of median scores of groups of children judged to be ready for first grade

QUALITATIVE FEATURES/CRITICISM: Revision of School Readiness Inventory (1950); technical data inconsistent in differentiating children who are "ready" and "not ready", as a result instrument is not recommended/ "this outmoded instrument...is simply inefficient"

PST-Neville, D.

PST-Magoon, J.A.

POPULATION CHARACTERISTICS:

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

1. Predictive validity; First Year Readiness Test (Clark); r=.66; N not specified

1-PUB

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

1. Test retest reliability, 6 months; means for kindergarten/grade 1; r=.53/.69, ranges: kindergarten r=.30-.73/grade 1 r=.58-.85

1-PST-Boyle, V.

STANDARDIZATION POPULATION: N=609; kindergarten, grade 1, 29 classes/ standardization data assumed to be from School Readiness Inventory

PUB

PST-Boyle, V.

NAME OF INSTRUMENT: Maxfield-Bucholz Scale of Social Maturity with Pre-School

AUTHOR(S): Maxfield, K.E.

PUBLISHER: American Foundation for the Blind, Inc.

ADDRESS: 15 West 16th Street
New York, New York 10011

COPYRIGHT DATE: 1958

NUMBER OF LEVELS:

NUMBER OF FORMS: 1

INITIAL INVESTMENT: $3.00 (Book and Record Blank)

COST PER PUPIL: $ .15

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (teacher)
Non-professional (parent)

AGE-LOW: YR/ 1 MO

AGE-HIGH: 6 YR/ 0 MO

PURPOSE: Scale used to assess what child habitually does in his everyday activities in the areas of self-help, communication, socialization, locomotion and occupation. Direct observation is required.

TESTING TIME: 60 minutes

TYPE OF RESPONSE: Rater

NAME OF INSTRUMENT: Maxfield-Bucholz Scale of Social Maturity with Pre-School

SCORING: Easy MACHINE______

PTM

DATA OBTAINED:

QUALITATIVE FEATURES/CRITICISM: Emphasis on what child habitually does in everyday activities

PTM

POPULATION CHARACTERISTICS: Pre-school blind children

PTM

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

STANDARDIZATION POPULATION: N=484; ages 0 to 6 years; vocational and educational settings for the blind; North, Mid-Atlantic, North Central states

PTM

NAME OF INSTRUMENT: Meeting Street School Screening Test

SCORING: Moderate MACHINE_____

PTM

DATA OBTAINED: Motor patterning, visual-perceptual-motor, language and total scores; ten behavioral observation ratings; cutoff point sets "suspicious" range

QUALITATIVE FEATURES/CRITICISM: Items culled from procedures used to evaluate children with cerebral palsy and related disorders/ manual difficult to follow; scoring of some parts subjective; models of copying ability would prove helpful; published form of test premature, could be much improved by broad standardization

LIT-Denhoff, E., Sigueland, M. L., Komich, M.P., & Hainsworth, P.K.
PST-VanRoekel, B.H.

POPULATION CHARACTERISTICS: For children who do not have requisite language and visual-perceptual-motor control for regular school curriculum

PTM

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

1. Predictive validity, 8 months; Metropolitan Achievement reading subtests; r=.62; N=110, grade 1, white middle and lower SES
2. Concurrent validity; Illinois Test of Psycholinguistic Abilities; r=.77; N=20, boys, IQ > 90, unpublished study
3. Concurrent validity; Frostig Test of Visual Perceptual Integration; r=.57; N=20 boys, IQ > 90; unpublished study

1-LIT-Kapelis, L.
2-MMY-Yule, W.
3-MMY-Yule, W.

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

1. Test retest reliability, 2 to 4 weeks; r=.85; N not available

1-MMY-Yule, W.

STANDARDIZATION POPULATION: N=500; ages 5-0 to 7-5; 50 boys, 50 girls at each half year level/ sketchy data; almost all of "representative" sample from East Providence, Rhode Island

PUB
PST-VanRoekel, B.H.

NAME OF INSTRUMENT: Memory-for-Designs Test

AUTHOR(S): Graham, F.K., & Kendall, B.S.

PUBLISHER: Psychological Test Specialists

ADDRESS: Box 1441
Missoula, Montana

COPYRIGHT DATE: 1960

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

INITIAL INVESTMENT: $17.00

COST PER PUPIL:

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (diagnostician)

AGE-LOW: 8 YR/ 5 MO

AGE-HIGH: YR/ MO Adult

PURPOSE: Test measures perceptual-motor coordination and attempts to detect the possibility of brain damage in children and adults.

TESTING TIME: 8 minutes

TYPE OF RESPONSE: Non-verbal

182

NAME OF INSTRUMENT: Memory-for-Designs Test

SCORING: Moderate

MACHINE______

User

DATA OBTAINED: Total scores; diagnostic rating (normal, borderline or brain damage)

QUALITATIVE FEATURES/CRITICISM: Age standardization adequate for adults, not for psychiatric categories; problem in establishing validity: what is brain damaged? brain damaged score lower, but correlation is insignificant between test and severity of brain damage; among children, abnormal score may signal difficulties in learning to read

MMY-Payne, R.W.

POPULATION CHARACTERISTICS:

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION)

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

1. Inter-rater reliability; scored by two authors; r=.99; N=140
2. Test retest reliability; range: r=.72-.90; sources unspecified
3. Internal consistency: split-half; r=.84; N=140
4. Inter-rater reliability; percent item agreement, two independent judges scoring individual designs; r=93%; N=140

1-PUB

2-MMY-Payne, R.W.

3-PUB

4-PUB

STANDARDIZATION POPULATION: N=825; ages 8-5 to 60 years; includes normal, brain disordered, psychotics, idiopathic epileptic individuals

PUB

NAME OF INSTRUMENT: Memphis Comprehensive Developmental Scale

AUTHOR(S):

PUBLISHER: Lear Siegler, Inc./Fearson
ADDRESS: Belmont, California

COPYRIGHT DATE: 1973
NUMBER OF LEVELS: 1
NUMBER OF FORMS: 1
INITIAL INVESTMENT: $1.50* (Set)
COST PER PUPIL:
ADMINISTRATION: Individual
ADMINISTRATOR: Professional (teacher, diagnostician)
Non-professional (parent)
AGE-LOW: YR/ 3 MO
AGE-HIGH: 5 YR/ 0 MO
PURPOSE: Scale includes evaluation of children's personal-social, gross motor, fine motor, language and perceptual-cognitive development. Test is divided into intervals of three months.

TESTING TIME:
TYPE OF RESPONSE: Rater

NAME OF INSTRUMENT: Memphis Comprehensive Developmental Scale

SCORING: Easy MACHINE_____

PTM

DATA OBTAINED: Developmental age

QUALITATIVE FEATURES/CRITICISM:

POPULATION CHARACTERISTICS:

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

None reported

PTM

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

None reported

PTM

STANDARDIZATION POPULATION:

NAME OF INSTRUMENT: Minnesota Child Development Inventory

AUTHOR(S): Ireton, H.R., & Thwing, E.J.

PUBLISHER: Behavior Science Systems, Inc.

ADDRESS: P.O. Box 1108
Minneapolis, Minnesota 55440

COPYRIGHT DATE: 1972

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

INITIAL INVESTMENT: $6.00 (Specimen Set) $45.00 (Complete Set)

COST PER PUPIL: $ .15

ADMINISTRATION: Individual

ADMINISTRATOR: Non-professional (parent)

AGE-LOW: 1 YR/ 0 MO

AGE-HIGH: 6 YR/ 0 MO

PURPOSE: Instrument for using mother's observations to measure the development of her child on eight scales: general development, gross motor, fine motor, expressive language, comprehension-conceptual, situation comprehension, self-help and personal-social development.

TESTING TIME: 45 minutes

TYPE OF RESPONSE: Rater

NAME OF INSTRUMENT: Minnesota Child Development Inventory

SCORING: Easy

MACHINE x

User

DATA OBTAINED: General development, gross motor, fine motor, expressive language, comprehension-conceptual, situation comprehension, self-help, personal-social scores; classifications: normal, borderline, retarded

QUALITATIVE FEATURES/CRITICISM: Short version, Minnesota Preschool Inventory, contains 170 items (compared to 320); items are statements describing developmental skills or behavioral problems/ limited value with children of superior intelligence; statements are clear and readily understood by mothers/ limited value for emotionally disturbed and severely handicapped children

Author

User

User

POPULATION CHARACTERISTICS: children with developmental, speech or language delays, mentally retarded, physically handicapped, hearing impaired

User

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

STANDARDIZATION POPULATION: N=796; ages 6 months to 6½ years; white; suburban children from Bloomington, Minnesota

LIT-Ireton, H.,
& Thwing, E

NAME OF INSTRUMENT: Missouri Children's Picture Series

AUTHOR(S): Sines, J., Pauker, J., & Sines, L.

PUBLISHER: Psychological Assessment and Services, Inc.

ADDRESS: P.O. Box 1031
Iowa City, Iowa 52240

COPYRIGHT DATE: 1963

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

INITIAL INVESTMENT: $25.00 (Kit)

COST PER PUPIL: $ .16

ADMINISTRATION: Individual or Group

ADMINISTRATOR: Professional (teacher)

AGE-LOW: 5 YR/ 0 MO

AGE-HIGH: 16 YR/ 0 MO

PURPOSE: Non-verbal personality test which consists of 238 simple line drawings, each on a 3x5 card showing a child of indefinite age engaged in a variety of activities. Areas measured include: conformity, masculinity-feminity, maturity, aggression, inhibition, activity level, sleep disturbance and somatization.

TESTING TIME: 15 minutes

TYPE OF RESPONSE: Non-verbal

188

NAME OF INSTRUMENT: Missouri Children's Picture Series

SCORING: Moderate

MACHINE______

PTM

DATA OBTAINED: Eight scales: conformity, masculinity-feminity, maturity, aggression, inhibition, activity level, sleep disturbance, somatization; standard scores (t scores); separate norms for males and females for each year from age 5 to 16

QUALITATIVE FEATURES/CRITICISM: Key sheets for scoring are included

PTM

POPULATION CHARACTERISTICS: Non-verbal and physically handicapped children

TADS

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

1. Test retest reliability, 1 month; median for eight subtests; r=.56, range: r=.35-.94; N=28, severely hearing impaired

1-PTM

STANDARDIZATION POPULATION: N=3877; school age children; 5% black

PTM

NAME OF INSTRUMENT: Motor Free Visual Perception Test

AUTHOR(S): Colarusso, R.P., & Hammill, D.D.

PUBLISHER: Academic Therapy Publications

ADDRESS: 1539 Fourth Street
San Rafael, California 94901

COPYRIGHT DATE: 1972

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

INITIAL INVESTMENT: $17.50 (Set)

COST PER PUPIL: $ .06

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (teacher, diagnostician)
Non-professional (parent)

AGE-LOW: 4 YR/ 0 MO

AGE-HIGH: 8 YR/ 0 MO

PURPOSE: Test to measure a child's visual-perceptual abilities without involving a motor component. Subtests include: visual discrimination, figure-ground, spatial relations, visual closure and visual memory.

TESTING TIME: 10 minutes

TYPE OF RESPONSE: Non-verbal

NAME OF INSTRUMENT: Motor Free Visual Perception Test

SCORING: Easy

MACHINE_____

PTM

DATA OBTAINED: Perceptual ages; perceptual quotients; and a deviation Q (quotient) to compare over ages

QUALITATIVE FEATURES/CRITICISM: The mode of responding is pointing

PTM

POPULATION CHARACTERISTICS: Motorically impaired and physically handicapped children/ non-verbal children

PUB

PTM

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

1. Internal consistency: split-half; range: r=.81-.84; N not specified

STANDARDIZATION POPULATION: N=881; ages 4 to 8 years; 22 states; unselected sample - all races, SES levels, residence areas

PTM

191

NAME OF INSTRUMENT: Motor Problems Inventory

AUTHOR(S): Riley, G.D.

PUBLISHER: Western Psychological Services

ADDRESS: 12031 Wilshire Boulevard
Los Angeles, California 90025

COPYRIGHT DATE: 1972

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

INITIAL INVESTMENT: $9.50 (Kit)

COST PER PUPIL: $ .85

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (diagnostician)

AGE-LOW: 3 YR/ 0 MO

AGE-HIGH: 11 YR/ 0 MO

PURPOSE: Screening procedure used to identify children with possible neurological impairments. Test requires direct observation. Areas assessed include: small muscle coordination, laterality and gross motor coordination.

TESTING TIME: 10 minutes

TYPE OF RESPONSE: Non-verbal

NAME OF INSTRUMENT: Motor Problems Inventory

SCORING: MACHINE_____

DATA OBTAINED: Cutoff points to determine: normal range, significant problem or severe problem

QUALITATIVE FEATURES/CRITICISM: Norms presented for pre-school to fifth grade children; quantified system of observations of neurological signs is provided

PUB

POPULATION CHARACTERISTICS:

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

STANDARDIZATION POPULATION:

NAME OF INSTRUMENT: Move-Grow-Learn (Movement Skills Survey)

AUTHOR(S): Orpet, R.E., & Heustis, L.L.

PUBLISHER: Follett Publishing Company

ADDRESS: 1010 West Washington Boulevard
Chicago, Illinois 60607

COPYRIGHT DATE: 1971

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

INITIAL INVESTMENT: $17.28 (Kit)

COST PER PUPIL: $ .05

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (teacher, diagnostician)

AGE-LOW: 3 YR/ 0 MO

AGE-HIGH: 9 YR/ 0 MO

PURPOSE: Survey to evaluate selected aspects of a child's motor development. Assessment is based upon examiner's observations of the child in classroom, playground and gymnasium activities. Survey is intended for use with Frostig-Maslow Move Grow-Learn program

TESTING TIME:

TYPE OF RESPONSE: Non-verbal

NAME OF INSTRUMENT. Move-Grow-Learn (Movement Skills Survey)

SCORING: Easy

MACHINE______

PTM

DATA OBTAINED: Coordination and rhythm, agility, flexibility, strength, speed, balance, endurance and body awareness ratings

QUALITATIVE FEATURES/CRITICISM: Not a standardized psychometric instrument as ratings are based on examiner's observations of child in classroom, playground and gymnasium activities; survey is intended for use with the Frostig-Maslow Move-Grow-Learn program and with Movement Education: Theory and Practice

PUB

POPULATION CHARACTERISTICS:

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

STANDARDIZATION POPULATION:

NAME OF INSTRUMENT: Northwestern Syntax Screening Test

AUTHOR(S): Lee, L.

PUBLISHER: Dr. Laura Lee

ADDRESS: Northwestern University
Evanston, Illinois 60201

COPYRIGHT DATE: 1969

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

INITIAL INVESTMENT: $10.00 (Set)

COST PER PUPIL: $ .20

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (diagnostician)

AGE-LOW: 3 YR/ 0 MO

AGE-HIGH: 8 YR/ 0 MO

PURPOSE: Screening device to quickly identify children who are delayed in syntactic development. Test measures both receptive and expressive use of syntactic forms.

TESTING TIME: 20 minutes

TYPE OF RESPONSE: Verbal, non-verbal

NAME OF INSTRUMENT: Northwestern Syntax Screening Test

SCORING: Moderate

MACHINE_____

User

DATA OBTAINED: Receptive, expressive scores; percentile estimates

QUALITATIVE FEATURES/CRITICISM: Of limited value for very young children - sometimes confusing; examiner should avoid emphasizing critical cues; examiner should be trained to record responses; drawings lack interest to children/ scoring criteria loosely defined; expressive performance limited by auditory memory; results from children who differ from standardization sample must be interpreted cautiously; welcome addition to language screening battery

User

PST-Cripe, A.E.

POPULATION CHARACTERISTICS:

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

STANDARDIZATION POPULATION: N=344; ages 3-0 to 7-11 years; middle and upper-middle SES: nursery school and public school; from homes "where standard American dialect was spoken"

PST-Cripe, A.E.

NAME OF INSTRUMENT: Oseretsky Test of Motor Proficiency

AUTHOR(S): Doll, E.A.

PUBLISHER: American Guidance Services, Inc.

ADDRESS: Publishers' Building
Circle Pines, Minnesota 55014

COPYRIGHT DATE: 1946

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

INITIAL INVESTMENT: $35.00 (Kit)

COST PER PUPIL: $ .08

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (diagnostician)

AGE-LOW: 4 YR/ 0 MO

AGE-HIGH: 16 YR/ 0 MO

PURPOSE: Test provides a means for measuring a child's fine and gross motor proficiency. There are six tasks given for each age which sample: general static coordination, motor-speed, simultaneous voluntary movements and performance without extraneous movements.

TESTING TIME: 25 minutes

TYPE OF RESPONSE: Non-verbal

NAME OF INSTRUMENT: Oseretsky Test of Motor Proficiency

SCORING: Moderate

MACHINE______

PTM

DATA OBTAINED:

QUALITATIVE FEATURES/CRITICISM: Test is available in various European languages/ examiner pantomimes to demonstrate instructions/ expected revision to include short form for screening

ETS

PUB

PTM

POPULATION CHARACTERISTICS:

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

STANDARDIZATION POPULATION:

NAME OF INSTRUMENT: Parent Readiness Evaluation of Preschoolers (PREP)

AUTHOR(S): Ahr, A.E.

PUBLISHER: Priority Innovations, Inc.

ADDRESS: P.O. Box 792
Skokie, Illinois 60076

COPYRIGHT DATE: 1968

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

INITIAL INVESTMENT: $2.40 (Manual & Test Booklet)

COST PER PUPIL: $ .22

ADMINISTRATION: Individual

ADMINISTRATOR: Non-professional (parent)

AGE-LOW: 4 **YR/** 0 **MO**

AGE-HIGH: 6 **YR/** 0 **MO**

PURPOSE: Test designed to enable parents to obtain an objective measure of child's development in basic skill areas. Test consists of a verbal and performance section.

TESTING TIME: 45 minutes

TYPE OF RESPONSE: Verbal, non-verbal

NAME OF INSTRUMENT: Parent Readiness Evaluation of Preschoolers (PREP)

SCORING: MACHINE_____

DATA OBTAINED: Verbal total, performance total, combined total; eight verbal subtest scores, six performance subtest scores; age norms in three-month age ranges

QUALITATIVE FEATURES/CRITICISM: Unprofessional, does not indicate "readiness"; potentially dangerous for parents to use in evaluating children/ normative data limited and misleading, little evidence for validity; used with school professional, could be useful way to involve parents/ reading level of manual scoring explanation: grade equivalent=13.0

MMY-Cohen, S.A.

MMY-Vallett, R.E.

User

POPULATION CHARACTERISTICS:

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

1. Test retest reliability, interval unspecified; $\underline{r}$=.91, subtest range: $\underline{r}$=.21-.91; N=11, kindergarten

1-MMY-Cohen, S.A.

1-PST-Katz, P.

STANDARDIZATION POPULATION:

NAME OF INSTRUMENT: Photo Articulation Test

AUTHOR(S): Pendergest, K., Dickey, S.E., Selmar, J.W., & Soder, A.L.

PUBLISHER: Interstate Printers & Publishers

ADDRESS: 19-27 North Jackson Street
Danville, Illinois 61832

COPYRIGHT DATE: 1969

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

INITIAL INVESTMENT: $14.75

COST PER PUPIL:

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (diagnostician)

AGE-LOW: 3 YR/ 0 MO

AGE-HIGH: 12 YR/ 0 MO

PURPOSE: Test provides a total picture of child's articulation of all consonants, vowels and common blends within the initial, medial and final positions as well as in isolation. Test acts as a tool to enable decisions to be made concerning the necessity of speech therapy.

TESTING TIME: 5 minutes

TYPE OF RESPONSE: Verbal

NAME OF INSTRUMENT: Photo Articulation Test

SCORING: Easy MACHINE______

User

DATA OBTAINED: Tongue sounds, lip sounds, vowel sounds, total score

QUALITATIVE FEATURES/CRITICISM: Administrator must know how to transcribe phonetically; children enjoy this test; excellent test for program planning, however, lack of norms prohibits use as standardized test

User

POPULATION CHARACTERISTICS: Not recommended for use with children with severe or unintelligible speech

User

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

1. Concurrent validity; Templin-Darley; r=.82; N=100

1-PST-Drexler,
H.G.

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

1. Test retest reliability; r=.99; N=100, Seattle Public Schools

1-PST-Drexler,
H.G.

STANDARDIZATION POPULATION: N=684; ages 3 to 12 years; white; middle SES; Seattle

PST-Drexler,
H.G.

NAME OF INSTRUMENT: Piers-Harris Children's Self Concept Scale

AUTHOR(S):

PUBLISHER: Counselor Recordings and Tests

ADDRESS: Box 6184, Acklen Station
Nashville, Tennessee 37213

COPYRIGHT DATE: 1969

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

INITIAL INVESTMENT: $2.25* (Set)

COST PER PUPIL:

ADMINISTRATION: Individual or Group

ADMINISTRATOR: Professional (teacher)

AGE-LOW: 7 YR/ 0 MO

AGE-HIGH: 17 YR/ 0 MO

PURPOSE: Test consists of 80 declarative statements through which children indicate their concept of themselves.

TESTING TIME: 20 minutes

TYPE OF RESPONSE: Verbal

NAME OF INSTRUMENT: Piers-Harris Children's Self Concept Scale	
SCORING: Easy MACHINE______	PTM
DATA OBTAINED: Raw scores; percentiles; stanines	
QUALITATIVE FEATURES/CRITICISM: Yes-no responses; can be given orally to children below grade 3; presented in direct and honest manner; research use emphasized	MMY-Bentler, P.M.
POPULATION CHARACTERISTICS:	
VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):	
RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION): 1. Test retest reliability, 2 to 4 months; range: r=.71-.77; N not specified	1-MMY-Bentler, P.M.
STANDARDIZATION POPULATION: N=1183; grades 4 to 12; one Pennsylvania school district	Manual

NAME OF INSTRUMENT: Pre-Academic Learning Inventory

AUTHOR(S): Wood. M.H., & Layne, F.M.

PUBLISHER: Educational Dimensions, Ltd.

ADDRESS: P.O. Box 366
Cedar Falls, Iowa 50613

COPYRIGHT DATE: 1975

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

INITIAL INVESTMENT: $16.50

COST PER PUPIL: $ .30

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (teacher, diagnostician)

AGE-LOW: 4 YR/ 6 MO

AGE-HIGH: 6 YR/ 0 MO

PURPOSE: Criterion-referenced test to provide information regarding a child's special needs, strengths, weaknesses and behavior in nine areas of development. Test gathers information about how a child performs each task for the purpose of planning instruction.

TESTING TIME: 35 minutes

TYPE OF RESPONSE: Verbal, non-verbal

NAME OF INSTRUMENT: Pre-Academic Learning Inventory

SCORING: Easy MACHINE______

User

DATA OBTAINED:

QUALITATIVE FEATURES/CRITICISM: Scoring is subjective in parts; materials are appealing to children; test is well organized for administration/ provides a profile of individual child's strengths and weaknesses for the purpose of program planning.

User

PUB

POPULATION CHARACTERISTICS:

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

STANDARDIZATION POPULATION: N=572

PUB

NAME OF INSTRUMENT: Predictive Screening Test of Articulation

AUTHOR(S): Van Riper & Erickson

PUBLISHER: Division of Continuing Education
ADDRESS: Western Michigan University
Kalamazoo, Michigan 49008

COPYRIGHT DATE: 1968

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

INITIAL INVESTMENT: $1.00

COST PER PUPIL:

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (speech clinician)

AGE-LOW: 5 YR/ 0 MO

AGE-HIGH: 6 YR/ 0 MO

PURPOSE: Test to differentiate children who will master their misarticulation errors without speech therapy from those who may persist in their errors without therapy.

TESTING TIME: 8 minutes

TYPE OF RESPONSE: Verbal

NAME OF INSTRUMENT: Predictive Screening Test of Articulation

SCORING:

MACHINE_____

DATA OBTAINED: Total scores; cutoff point for abnormal speech

QUALITATIVE FEATURES/CRITICISM: Appears well suited for use in schools, less appropriate in other settings since limited to first grade

PST-Drexler, H.G.

POPULATION CHARACTERISTICS: For use with first graders who present functional misarticulations (not related to neuromuscular anomalies or hearing impairment)

PST-Drumwright, A.F.

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

1. Inter-rater reliability; five subjects by six clinicians; r=.97
2. Internal consistency: randomly selected halves; r=.81; N=293 from standardization population

1-PST-Drumwright, A.F.

2-PST-Drumwright, A.F.

STANDARDIZATION POPULATION: Two groups of first graders with functional misarticulations; N=180; N=113; Michigan

PST-Drumwright, A.F.

NAME OF INSTRUMENT: Preprimary Profile (Introduction to my Child)

AUTHOR(S): Schiff, H.J., & Friedman, M.I.

PUBLISHER: Science Research Associates

ADDRESS: 259 East Erie Street
Chicago, Illinois 60611

COPYRIGHT DATE: 1966

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

INITIAL INVESTMENT: $11.00* (Kit)

COST PER PUPIL: $ .44*

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (scored by teacher)
Non-professional (completed by parent)

AGE-LOW: 3 YR/ 0 MO

AGE-HIGH: 6 YR/ 0 MO

PURPOSE: Rating scale used to measure a child's adjustment and interests upon entering school. Parent or adult living with the child rates child in the following areas: self-care, social behavior, skill development, language development and previous experience. Scale gives teacher insight into the child and acts as a useful forum for discussion between parent and teacher.

TESTING TIME: 15 minutes

TYPE OF RESPONSE: Rater

NAME OF INSTRUMENT: Preprimary Profile (Introduction to my Child)

SCORING: Moderate

MACHINE____

PTM

DATA OBTAINED: Attainment age; attainment quotient

QUALITATIVE FEATURES/CRITICISM: Several items are based on Gessell's developmental research/ ratings are designed to be informative and non-threatening to parents

PTM

TADS

POPULATION CHARACTERISTICS:

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

STANDARDIZATION POPULATION: N=496; Durham, North Carolina and Portland, Oregon; N=102; 15 pre-schoolers in programs for emotionally disturbed throughout the country

PTM

NAME OF INSTRUMENT: Pre-Reading Screening Procedures

AUTHOR(S): Slingerland, B.H.

PUBLISHER: Educators Publishing Service, Inc.

ADDRESS: 75 Moulton Street
Cambridge, Massachusetts 02138

COPYRIGHT DATE: 1977 (Revised)

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

INITIAL INVESTMENT: $3.00 (Specimen Set) $14.50 (Set)

COST PER PUPIL: $ .58

ADMINISTRATION: Individual or Small Group

ADMINISTRATOR: Professional (teacher, diagnostician)

AGE-LOW: 5 YR/ 0 MO

AGE-HIGH: 6 YR/ 0 MO

PURPOSE: Test used to identify children who make errors in perception and recall of language symbols which often indicate the presence of a specific language disability. Test evaluates child's auditory, visual and visual-motor capabilities.

TESTING TIME:

TYPE OF RESPONSE: Non-verbal

NAME OF INSTRUMENT: Pre-Reading Screening Procedures

SCORING: MACHINE______

DATA OBTAINED: Seven scores: letter forms, word forms, recognition, recall, copying, auditory discrimination, letter knowledge; ratings assigned for each subtest

QUALITATIVE FEATURES/CRITICISM: No information on procedure is used to determine ratings; tasks similar to many readiness tests; directions and procedures potentially confusing; subtests involve more than one characteristic; scoring highly subjective/ materials well organized; directions clear and concise; information insufficient when used alone (author recommends use with Metropolitan Readiness and Pintner-Cunningham Primary Tests)

MMY-Jamison, C.B.

MMY-Kress, R.A.

POPULATION CHARACTERISTICS: First grade entrants of average or superior intelligence

MMY

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION)

1. Predictive validity, 8 months; Metropolitan Achievement Tests (reading subtests); $\underline{r}=.68$; N=110, grade 1, white children
2. Predictive validity, 8 months; median of seven subtests with Metropolitan Achievement Tests; $\underline{r}=.48$; N=110, grade 1. white children

1-LIT-Kapelis, L.

2-LIT-Kapelis, L.

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

No data

MMY

STANDARDIZATION POPULATION: No description

MMY

213

NAME OF INSTRUMENT: Pre-School Attainment Record, Research Edition

AUTHOR(S): Doll, Edgar A.

PUBLISHER: American Guidance Service

ADDRESS: Publishers' Building
Circle Pines, Minnesota 55014

COPYRIGHT DATE: 1967

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

INITIAL INVESTMENT: $1.85 (Specimen Set) $4.50 (Manual & Record Blanks)

COST PER PUPIL: $ .15

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (teacher)
Non-professional (parent)

AGE-LOW: YR/ 6 MO

AGE-HIGH: 7 YR/ 0 MO

PURPOSE: A rating scale and checklist used to measure a child's physical, social and intellectual development. Any adult closely associated with the child can complete the form.

TESTING TIME: 30 minutes

TYPE OF RESPONSE: Rater

NAME OF INSTRUMENT: Pre-School Attainment Record, Research Edition

SCORING: Easy MACHINE______

PTM

DATA OBTAINED: Ambulation, manipulation, rapport, communication, responsibility, information, ideation, creativity scores; three-part scores: intellectual, social, physical; overall attainment quotient

QUALITATIVE FEATURES/CRITICISM: Age placement of some items questionable; high value placed on conformity and obedience; no items concern friends or impulse control and few concern emotions; good basic inventory as a scale not requiring language/ depends upon reliability of reporter, judgement of examiner; difficulties in interpretation are numerous

MMY-Collard, R.R.

PST-Hunt, J.V.

POPULATION CHARACTERISTICS: Children with sensory impairments, speech or language difficulties, emotional distrubance, neuromuscular impairments

PUB

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

1. Predictive validity, 1 year; Metropolitan Readiness Test with ratings by teachers/mothers; r=.69/.46; N=48, ages 4 to 5 years
2. Predictive validity, 1 year; Metropolitan Readiness Test with ratings by teachers/mothers, controlled for age difference between 4 and 5 year olds; r=.62/.24

1-LIT-Lederman, E., & Blair, J.

2-LIT-Lederman, E., & Blair, J.

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

STANDARDIZATION POPULATION: Not well standardized: item assignment sometimes arbitrary, misleading, inconsistent with knowledge of development

PST-Ernhart, C.B.

NAME OF INSTRUMENT: Preschool Behavior Questionnaire: Manual and
Questionnaire Set

AUTHOR(S): Behar, L.

PUBLISHER: LINC Press

ADDRESS: 1006 Lamond Avenue
Durham, North Carolina 27701

COPYRIGHT DATE: 1974

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

INITIAL INVESTMENT: $4.00

COST PER PUPIL: $ .08

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (teacher, diagnostician)
Non-professional (anyone familiar with the child)

AGE-LOW: 3 YR/ 0 MO

AGE-HIGH: 6 YR/ 0 MO

PURPOSE: Scale used to identify preschoolers who show behaviors that suggest emergence of emotional problems. An interview technique is used to obtain information about the child being rated from a secondary source.

TESTING TIME: 10 minutes

TYPE OF RESPONSE: Rater

NAME OF INSTRUMENT: Preschool Behavior Questionnaire: Manual and Questionnaire Set

SCORING: Easy MACHINE______

PTM

DATA OBTAINED: Percentile rank for three factors: hostile, anxious, hyperactive behavior

QUALITATIVE FEATURES/CRITICISM:

POPULATION CHARACTERISTICS: Children with emotional problems

PTM

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

STANDARDIZATION POPULATION: N=496; normal children; Portland, Oregon and Durham, North Carolina; N=102; emotionally disturbed; 15 pre-schools nationwide

PTM

217

NAME OF INSTRUMENT: Preschool Language Scale

AUTHOR(S): Zimmerman, I.L., Steiner, V.G., & Evatt, R.L.

PUBLISHER: Charles E. Merrill Publishing Company

ADDRESS: 1300 Alum Creek Drive
Columbus, Ohio 43216

COPYRIGHT DATE: 1969

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

INITIAL INVESTMENT: $15.00 (Set)

COST PER PUPIL: $ .65

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (diagnostician)

AGE-LOW: 1 YR/ 6 MO

AGE-HIGH: 7 YR/ 0 MO

PURPOSE: Instrument used to measure children's language development. Scale consists of two main parts - Auditory Comprehension and Verbal Ability. A supplementary articulation section is also included.

TESTING TIME: 30 minutes

TYPE OF RESPONSE: Verbal, non-verbal

NAME OF INSTRUMENT: Preschool Language Scale

SCORING: Easy MACHINE______

PTM

DATA OBTAINED: Auditory comprehension, verbal ability, total scores (age and quotient)

QUALITATIVE FEATURES/CRITICISM: Compiled from traditionally used tests; embarassingly naive in view of emergence of syntactic, semantic and phonological systems; does not indicate how to teach the child/ undeveloped scale without clear empirical support; manual citations of relevant research are vague

MMY-Stark, J.

MMY-Ammons, C.H.

POPULATION CHARACTERISTICS: Language-disabled

PTM

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

No data

MMY
PTM

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

No data

MMY
PTM

STANDARDIZATION POPULATION: No norms

PTM

NAME OF INSTRUMENT: Preschool Screening Survey

AUTHOR(S): Beers, C.W.

PUBLISHER: Clifford W. Beers Guidance Clinic

ADDRESS: The Celentano School
400 Conner Street
New Haven, Connecticut 06511

COPYRIGHT DATE:

NUMBER OF LEVELS: 3 (A-PreK fall entrance (3 to 5), B-PreK spring entrance (4 to 6), C-Kindergarten Screening (4-6 to 6-6)

NUMBER OF FORMS: 1

INITIAL INVESTMENT: $20.00 (Kit)

COST PER PUPIL: $ 1.00

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (teacher, diagnostician)

AGE-LOW: 3 YR/ 5 MO

AGE-HIGH: 6 YR/ 6 MO

PURPOSE: Screening device which is designed not to label, but rather to estimate child's level of "learning preparedness" in the following six areas: 1) language-cognition, 2) visual motor conceptualization, 3) visual discrimination, 4) motor coordination, 5) numbers and 6) digit span.

TESTING TIME: 30 minutes

TYPE OF RESPONSE: Verbal, non-verbal

220

NAME OF INSTRUMENT: Preschool Screening Survey

SCORING: Easy to Moderate MACHINE______

DATA OBTAINED: Age norms to determine readiness level

PTM

QUALITATIVE FEATURES/CRITICISM: Good overview of developmental skills; too detailed for screening

User

POPULATION CHARACTERISTICS:

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

1. Internal consistency: split-half; mean for six areas; r=.77, range: r=.64-.84; N=700, pre-school

1-Manual

STANDARDIZATION POPULATION:

NAME OF INSTRUMENT: Preschool Screening System

AUTHOR(S): Hainsworth, P., & Hainsworth, R.

PUBLISHER: Hainsworth & Hainsworth
Early Recognition Intervention System
ADDRESS: P.O. Box 1635
Pawtucket, Rhode Island 02862

COPYRIGHT DATE:

NUMBER OF LEVELS: 2 (3 to 5-4, and 3-0 to 4-3)

NUMBER OF FORMS: 1

INITIAL INVESTMENT: $16.00 (Set of 50)

COST PER PUPIL: $ .16

ADMINISTRATION: Individual or group

ADMINISTRATOR: Professional
Non-professional (parent)

AGE-LOW: 3 YR/ 0 MO

AGE-HIGH: 5 YR/ 4 MO

PURPOSE: Parent questionnaire and quick screening survey to provide information about a 3 to 5 year old child's language, visual-motor, body awareness and control skills.

TESTING TIME: 15 minutes

TYPE OF RESPONSE: Verbal, non-verbal, rater

NAME OF INSTRUMENT: Preschool Screening System

SCORING: MACHINE_____

DATA OBTAINED: Norms in 4 month segments (ages 3-0 to 5-4)

QUALITATIVE FEATURES/CRITICISM:

POPULATION CHARACTERISTICS:

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION)

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

STANDARDIZATION POPULATION:

223

NAME OF INSTRUMENT: Primary Academic Sentiment Scale

AUTHOR(S): Thompson, G.R.

PUBLISHER: Priority Innovations, Inc.

ADDRESS: P.O. Box 792
Skokie, Illinois 60076

COPYRIGHT DATE: 1968

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

INITIAL INVESTMENT: $3.50 (Specimen Set) $29.00 (Set of 35)

COST PER PUPIL: $ .90

ADMINISTRATION: Group

ADMINISTRATOR: Professional (teacher)

AGE-LOW: 4 YR/ 4 MO

AGE-HIGH: 7 YR/ 3 MO

PURPOSE: Test to obtain objective information about a child's motivation for learning. Test contains items which seek to yield some indication of child's level of maturity, parental dependency, preferred activities, attitudes and behaviors.

TESTING TIME: 50 minutes

TYPE OF RESPONSE: Non-verbal

NAME OF INSTRUMENT: Primary Academic Sentiment Scale

SCORING: Easy MACHINE______

PTM

DATA OBTAINED: Motivation for learning - sentiment quotient; level of maturity and parental independence - dependency stanine

QUALITATIVE FEATURES/CRITICISM: Item responses are not scored on both dependency and motivation - questionable premise; eight items (of 38) based not on activity choice but on family activities; manual clearly written/ validity data sparse; standardization sample small and homogeneous; usefulness for most preschool children questioned

MMY-Rosner, J.

PST-Cohen, H.

POPULATION CHARACTERISTICS: Not recommended for disadvantaged children

PST-Cohen, H.

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION)

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION)

1. Internal consistency: KR-20; r=.58; N=480 from standardization population
2. Internal consistency: split-half; mean for the two subscores x two age levels (kindergarten, grade 1); r=.72; N=480 from standardization population

1-Manual

2-PST-Cohen, H

STANDARDIZATION POPULATION: N=480; preschool through grade 1; suburban Chicago; information lacking on age, sex, SES, race

MMY-Rosner, J.

NAME OF INSTRUMENT: Primary Self-Concept Inventory

AUTHOR(S): Muller, D., & Leonetti, R.

PUBLISHER: Learning Concepts, Inc.

ADDRESS: 2501 North Lamar
Austin, Texas 78705

COPYRIGHT DATE: 1973

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 2 (Spanish/English)

INITIAL INVESTMENT: $5.15 (Specimen Set) $10.10 (Set)

COST PER PUPIL: $ .60

ADMINISTRATION: Individual or group

ADMINISTRATOR: Professional (teacher, diagnostician)

AGE-LOW: 4 YR/ 0 MO

AGE-HIGH: 10 YR/ 0 MO

PURPOSE: Test to evaluate areas of self concept relevant to school success. Test measures three domains of self concept: Social-Self, Personal-Self and Intellectual-Self. Instructions can be given in either English or Spanish.

TESTING TIME: 15 minutes

TYPE OF RESPONSE: Non-verbal

226

NAME OF INSTRUMENT: Primary Self-Concept Inventory

SCORING: Easy MACHINE______

PTM

DATA OBTAINED: Physical size, emotional state, peer acceptance, helpfulness, success, student self, personal self, social self, intellectual self and total scores

QUALITATIVE FEATURES/CRITICISM: Test is available in Spanish and English; used for both screening and diagnostic purposes; used as a pre/post test for program evaluation; factors mentioned in data obtained are measured in the following three domains: personal-self, social-self and intellectual-self

PTM

POPULATION CHARACTERISTICS:

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION)

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

STANDARDIZATION POPULATION: N=2085; kindergarten through grade 6; Anglo and Chicano; New Mexico, Colorado

PTM

NAME OF INSTRUMENT: Progress Assessment Charts of Social Development - Form I (Third Edition) and Form II (Second Edition)

AUTHOR(S):

PUBLISHER: N.A.M.H.

ADDRESS: 39 Queen Anne Street West 1
London, England

COPYRIGHT DATE: 1962-1969

NUMBER OF LEVELS: 3

NUMBER OF FORMS: 3

INITIAL INVESTMENT: $7.50*

COST PER PUPIL: $ .08*

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (teacher, diagnostician)
Non-professional (parent)

AGE-LOW: YR/ MO

AGE-HIGH: YR/ MO

PURPOSE: Inventory used to identify weak or underdeveloped social skills of profoundly mentally retarded and trainable mentally retarded children and adults. Subsections include: self-help, communication, socialization and occupation.

TESTING TIME: 15 minutes

TYPE OF RESPONSE: Rater

NAME OF INSTRUMENT: Progress Assessment Charts of Social Development - Form I (Third Edition) and Form II (Second Edition)

SCORING: Easy

MACHINE_____

PTM

DATA OBTAINED:

QUALITATIVE FEATURES/CRITICISM: Items are from well known standardized assessment procedures; a Personality Record is included for teacher to rank child in eleven behavioral areas; three forms available - 1) Primary P.A.C. for profoundly handicapped, 2) Form 1 for children unsuitable for education at school and 3) Form 2 for older mentally handicapped trainees

PTM

POPULATION CHARACTERISTICS: Mentally handicapped children and adults

MMY

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION)

No data available

PTM

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

No data available

MMY
PTM

STANDARDIZATION POPULATION:

NAME OF INSTRUMENT: Purdue Perceptual Motor Survey

AUTHOR(S): Roach, E.G., & Kephart, N.C.

PUBLISHER: Charles E. Merrill Publishing Company

ADDRESS: 1300 Alum Creek Drive
Columbus, Ohio 43216

COPYRIGHT DATE: 1966

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

INITIAL INVESTMENT: $16.45

COST PER PUPIL:

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (teacher, diagnostician)

AGE-LOW: 6 YR/ 0 MO

AGE-HIGH: 10 YR/ 0 MO

PURPOSE: Evaluational program for children with learning problems. Survey supplies the necessary tools for detecting errors in children's perceptual-motor development and relates them to remedial techniques.

TESTING TIME: 60 minutes

TYPE OF RESPONSE: Non-verbal

NAME OF INSTRUMENT: Purdue Perceptual Motor Survey

SCORING: Easy to Moderate MACHINE_____

DATA OBTAINED:

PTM

QUALITATIVE FEATURES/CRITICISM: Not established that these perceptual-motor skills are necessary for academic learning; many tasks require multiple skills, some more cognitive than motor ability; directions and rating criteria inadequate for standard administration; needs norms/ based on well-developed, if unique, theory; manual lacks interpretive data; materials needed: broomstick, penlight, two-by-four

MMY-Jamison, C.B.

MMY-Landis, D.

POPULATION CHARACTERISTICS: Often used with children exhibiting learning disabilities

PTM

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

1. Concurrent validity; overall teacher rating of academic performance, grade level not controlled: $\underline{r}$=.65; N=297

1-MMY-Jamison, C.B.

1-MMY-Landis, D.

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

1. Test retest reliability, 1 week; highly trained examiners; $\underline{r}$=.95; N=30

1-MMY-Jamison, C.B.

STANDARDIZATION POPULATION: N=97; non-achieving children matched with normal group; varying ages and SES

PTM

NAME OF INSTRUMENT: Quick Neurological Screening Test

AUTHOR(S): Sterling, H.M., Mutti, M., Spalding, N.V.,
& Crawford, C.S.

PUBLISHER: Academic Therapy Publications

ADDRESS: P.O. Box 899
1539 Fourth Street
San Rafael, California 94901

COPYRIGHT DATE: (a new edition will be available in the fall of 1977)

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

INITIAL INVESTMENT: $12.00

COST PER PUPIL: $ .18

ADMINISTRATION: Individual or Group

ADMINISTRATOR: Professional (diagnostician)

AGE-LOW: 4 YR/ 0 MO

AGE-HIGH: 18 YR/ 0 MO

PURPOSE: Test used to detect neurological deficits in children. Test covers the following areas: emotional, intellectual, sensory motor development, muscle coordination, readiness for number concepts and auditory-visual perception.

TESTING TIME: 20 minutes

TYPE OF RESPONSE: Non-verbal, rater

232

NAME OF INSTRUMENT: Quick Neurological Screening Test

SCORING: MACHINE_____

DATA OBTAINED: Subtest scores

QUALITATIVE FEATURES/CRITICISM: Revised edition expected in the fall of 1977

PUB

POPULATION CHARACTERISTICS:

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION)

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION)

STANDARDIZATION POPULATION:

NAME OF INSTRUMENT: Quick Screening Scale of Mental Development

AUTHOR(S): Banham, K.M.

PUBLISHER: Psychometric Affiliates

ADDRESS: P.O. Box 3167
Munster, Indiana 46321

COPYRIGHT DATE: 1963

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

INITIAL INVESTMENT: $2.00 (Specimen Set)

COST PER PUPIL: $ .14

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (diagnostician)

AGE-LOW: YR/ 6 MO

AGE-HIGH: 10 YR/ 0 MO

PURPOSE: Test provides mental age ratings in the following areas: body coordination, manual performance, speech and language, listening, attention, number concepts, play interests and general mental level.

TESTING TIME: 30 minutes

TYPE OF RESPONSE:

NAME OF INSTRUMENT: Quick Screening Scale of Mental Development

SCORING: MACHINE_____

DATA OBTAINED: Body coordination, manual performance, speech and language, listening, attention, play interests, general mental level; mental ages

QUALITATIVE FEATURES/CRITICISM: Seems less satisfactory than available alternatives; lacks standardization, reliability and validity data; relatively long to administer; manual poorly edited and printed

PST-Eichorn, D.H.

POPULATION CHARACTERISTICS: Scores of children other than middle class or lower-middle class should be interpreted with caution

PST-Datta, L.

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION)

1. Concurrent validity; Stanford-Binet; $\underline{r}$=.89; N=58, under 12 years old

1-PST-Eichorn, D.H.

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

STANDARDIZATION POPULATION: None; age levels derived from original tests from which they were adapted

PST-Eichorn, D.H.

NAME OF INSTRUMENT: Quick Test

AUTHOR(S): Ammons, R.B., & Ammons, C.H.

PUBLISHER: Psychological Test Specialists

ADDRESS: Box 1441
Missoula, Montana 59801

COPYRIGHT DATE: 1962

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 3

INITIAL INVESTMENT: $16.00 (Set)

COST PER PUPIL: $ .10

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (diagnostician)

AGE-LOW: 2 YR/ 0 MO

AGE-HIGH: YR/ MO Adult

PURPOSE: Test provides a quick means of obtaining information about a person's perceptual-verbal intelligence.

TESTING TIME: 7 minutes

TYPE OF RESPONSE: Verbal

NAME OF INSTRUMENT: Quick Test

SCORING: MACHINE_____

DATA OBTAINED: Total score

QUALITATIVE FEATURES/CRITICISM: Quick Test is a short version of the Full Range Picture Vocabulary Test; drawings are crude but not ambiguous, attributions of cues dubious/ measures abilities other than mere vocabulary recognition, perceptual or ideational distortions; person's lack of experience, or lack of vocabulary. might contribute to failures

MMY-Semeonoff, B.

PST-Hunt, J.V.

POPULATION CHARACTERISTICS: Anyone who can see the drawings, hear or read the word items and signal yes/no can be tested

PUB

VALIDITY (TYPE/MEASURE/FIGURE POPULATION)

1. Concurrent validity; Wechsler Intelligence Scale for Children; r=.84; N=50, ages 6 to 15 years, clinic outpatients, Boston
2. Concurrent validity; Iowa Tests of Basic Skills (total) with Forms 1/2/3; r=.45/.54/.45; N=46, grade 7, Montana

1-LIT-Pless, I.V., Snider, M., Eaton, A.E., & Kearsley, R.B.

2-Manual

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION)

1. Alternate forms; nine studies, range of mean interform correlations: range: r=.60-.86; range of N=20 to 90

1-Manual

STANDARDIZATION POPULATION N=458; ages 2 to 45 years; children and adults; sample controlled for occupational level according to 1950 census; norms established for each form and for combinations of two and three

Manual

NAME OF INSTRUMENT: Quick Word Test

AUTHOR(S): Borgatta, E.F.

PUBLISHER: Harcourt, Brace, Jovanovich, Inc.

ADDRESS: 757 Third Avenue
New York, New York 10017

COPYRIGHT DATE: 1967

NUMBER OF LEVELS: 3 (grades 4 to 6; grades 7 to 12, adult; college adult)

NUMBER OF FORMS: 7 (1 for grade 4 to 6; 4 for grade 7 to 12, adult; and 2 for college adult)

INITIAL INVESTMENT: $1.50*

COST PER PUPIL: $ .11*

ADMINISTRATION:

ADMINISTRATOR:

AGE-LOW: 9 YR/ 0 MO

AGE-HIGH: YR/ MO Adult

PURPOSE: Test used to provide a measure of children's general ability in a quick and inexpensive way.

TESTING TIME: 18 minutes

TYPE OF RESPONSE: Non-verbal

NAME OF INSTRUMENT: Quick Word Test

SCORING: MACHINE x

DATA OBTAINED: Total score; percentiles; stanine scores

QUALITATIVE FEATURES/CRITICISM: Useful substitute for a test which is highly dependent on vocabulary; useful for (a) screening for further testing, (b) industrial personnel selection, (c) quick ability assessment and (d) research; effective for its limited goals

MMY-Nunnally, J.C.

POPULATION CHARACTERISTICS: Not for young children or atypical groups

MMY-Nunnally, J.C.

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

1. Concurrent validity; Lorge-Thorndike Intelligence Tests; r=.84; N not specified

1-MMY-Nunnally, J.C.

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

STANDARDIZATION POPULATION:

NAME OF INSTRUMENT: Rapid Developmental Screening Checklist

AUTHOR(S):

PUBLISHER: American Academy of Pediatrics
Chapter 3, District II
ADDRESS: New York, New York

COPYRIGHT DATE: 1972

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

INITIAL INVESTMENT:

COST PER PUPIL:

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (teacher, physician)
Non-professional (parent)

AGE-LOW: YR/ 1 MO

AGE-HIGH: 5 YR/ 0 MO

PURPOSE: Checklist of developmental behaviors based on direct observation by administrator. Areas measured include: language-development, motor-development, self-concept and behavior.

TESTING TIME: 15 minutes

TYPE OF RESPONSE: Rater

Name Of Instrument: Rapid Developmental Screening Checklist

Scoring: Easy

MACHINE______

PTM

Data Obtained:

Qualitative Features/Criticism: Requires direct observation of child; landmarks are presented for determining child's developmental strengths and weaknesses

PTM

Population Characteristics:

Validity (Type/Measure/Figure/Population):

None reported

PTM

Reliability (Type/Narrative/Figure/Population):

None reported

PTM

Standardization Population:

Name Of Instrument: Receptive-Expressive Emergent Language Scale (REEL)

Author(s): Bzoch, K.R., & League, R.

Publisher: Tree of Life Press

Address: 1329 N.E. Second Street
P.O. Box 447
Gainesville, Florida

Copyright Date: 1972

Number Of Levels: 1

Number Of Forms: 1

Initial Investment: $16.50

Cost Per Pupil: $ .30

Administration: Individual

Administrator: Professional

Age-Low: *Yr/* 1 *Mo*

Age-High: 3 *Yr/* 0 *Mo*

Purpose: Test provides a means of measuring children's language development in the first three years of life. Test covers the areas of receptive, expressive and inner language.

Testing Time: 25 minutes

Type Of Response: Rater

Name Of Instrument: Receptive-Expressive Emergent Language Scale (REEL)

Scoring: MACHINE_____

Data Obtained: Receptive, expressive, combined language scores; age norms; quotients

Qualitative Features/Criticism: Use of technical language avoided; unsure whether parents can recognize fine distinctions of emergent preverbal and verbal behavior especially in the first year/ cutoff scores are not indicated; no guidelines for diagnosis of disorders

PST-Cripe, A.E

PST-Drumwright
A.F.

Population Characteristics: Great caution should be exercised for use with individuals other than white children from language-rich environments

PST-Drumwright
A.F.

Validity (Type/Measure/Figure/Population):

Reliability (Type/Narrative/Figure/Population):

1. Inter-rater reliability; unsophisticated graduate students for examiners (number not specified), item agreement: r=90-100%; N=28
2. Test retest reliability, 3 weeks; r=.71; N=28

1-PST-Cripe,
A.E.

2-PST-Cripe,
A.E.

Standardization Population: N=50; language-rich backgrounds; white children free from "known sensory or organic disabilities"

PST-Cripe, A.E

Name Of Instrument: Reynell Developmental Language Scales

Author(s): Reynell, J.

Publisher: NFER Publishing Company, Ltd.

Address: 2 Jennings Building
Thames Avenue
Windsor Berks SL 41 QS England

Copyright Date: 1969 (Experimental Edition)

Number Of Levels:

Number Of Forms:

Initial Investment: $60.00 (Set of 25)

Cost Per Pupil: $ 3.80

Administration: Individual

Administrator:

Age-Low: 1 ***Yr/*** 0 ***Mo***

Age-High: 5 ***Yr/*** 0 ***Mo***

Purpose: Developmental language scale used to identify children with delayed or deviant language development. Test consists of verbal comprehension and expressive language scales.

Testing Time:

Type Of Response: Verbal, non-verbal

Name Of Instrument: Reynell Developmental Language Scales

Scoring: MACHINE_____

Data Obtained: Verbal comprehension A and B, expressive language scores

Qualitative Features/Criticism:

Population Characteristics: Verbal comprehension B scale is parallel to A, but designed for handicapped children who have no speech and no control over their hands but who can use their eyes to indicate answers

LIT-Reynell, J., & Huntley, R.M.C.

Validity (Type/Measure/Figure/Population):

Reliability (Type/Narrative/Figure/Population):

1. Internal consistency: Spearman-Brown; mean of three subtests at three 1-year age ranges; r=.84, range: r=.77-.92: from standardization population
2. Alternate forms; Verbal Comprehension A with Verbal Comprehension B, mean for three 1-year age ranges; r=.92, range: r=.80-1.00; from standardization population

1-LIT-Reynell, J., & Huntley, R.M.C.

2-LIT-Reynell, J., & Huntley, R.M.C.

Standardization Population: N=636; non-handicapped; approximately 25 boys, 25 girls, at each half year from 6 months to 6 years; southeast England

LIT-Reynell, J., & Huntley, R.M.C.

Name Of Instrument: Riley Articulation and Language Test

Author(s): Riley, G.D.

Publisher: Western Psychological Services

Address: 12031 Wilshire Blvd.
Los Angeles, California 90025

Copyright Date:

Number Of Levels:

Number Of Forms:

Initial Investment: $7.50 (Kit)

Cost Per Pupil: $ .30

Administration: Individual

Administrator: Professional (diagnostician)

Age-Low: 4 *Yr/* 0 *Mo*

Age-High: 7 *Yr/* 0 *Mo*

Purpose: One to two minute screening test used to identify children most in need of speech therapy. Test provides an objective articulation loss score, a standardized language loss score and a language function score.

Testing Time: 2 minutes

Type Of Response: Verbal

Name Of Instrument: Riley Articulation and Language Test

Scoring: Easy MACHINE______

Data Obtained: Articulation loss, standardized language loss and language function scores; speech intelligibility rating

MMY-Haller, R.M.

Qualitative Features/Criticism: Articulation scoring system has potential for research, but features are open to question, e.g., test could use larger sample for articulation; assessing language proficiency from sentence repetition inadequate even for screening/ restricted age range is limiting feature for a medical screening program

MMY-Haller, R.M.

PST-Drexler, H.G.

Population Characteristics:

Validity (Type/Measure/Figure/Population):

Reliability (Type/Narrative/Figure/Population):

1. Inter-rater reliability; two examiners, classification agreement; r=100%; N=41
2. Test retest reliability. 1 week; r=.81; N=76, preschool

1-PST-Drexler, H.G.

2-PST-Drexler, H.G.

Standardization Population: N=436; kindergarten to grade 2; middle and low SES, but no grade 1 middle SES; no age, geographic, ethnic data specified

MMY-Haller, R.M.

Name Of Instrument: Riley Preschool Developmental Screening Inventory

Author(s): Riley, C.M.D.

Publisher: Western Psychological Services

Address:
12031 Wilshire Boulevard
Los Angeles, California 90025

Copyright Date: 1969

Number Of Levels: 1

Number Of Forms: 1

Initial Investment: $7.50 (Kit)

Cost Per Pupil: $ .30

Administration: Individual

Administrator: Professional (teacher)

Age-Low: 3 *Yr/* 0 *Mo*

Age-High: 6 *Yr/* 0 *Mo*

Purpose: School readiness measure used to identify preschool children most likely to need special assistance in adjusting to normal school situation. Test requires that children copy designs and draw a person.

Testing Time: 10 minutes

Type Of Response: Non-verbal

Name Of Instrument: Riley Preschool Developmental Screening Inventory

Scoring: Easy

MACHINE______

PTM

Data Obtained: Developmental age, self concept; suggested cutoff scores

Qualitative Features/Criticism: Major emphasis is on copying designs and on drawing a person/ marks are given for the number of attributes drawn

ETS

PTM

Population Characteristics: Head Start children

PTM

Validity (Type/Measure/Figure/Population):

None reported

PTM

Reliability (Type/Narrative/Figure/Population):

None reported

PTM

Standardization Population: N=600; low income; Los Angeles County

PTM

Name Of Instrument: Rosner Perceptual Survey

Author(s): Rosner, J.

Publisher: Learning Research and Development Center

Address: University of Pittsburgh
Pittsburgh, Pennsylvania

Copyright Date: 1969 (Experimental Edition)

Number Of Levels: 1

Number Of Forms: 1

Initial Investment:

Cost Per Pupil:

Administration: Individual

Administrator: Professional

Age-Low: 6 ***Yr/*** 0 ***Mo***

Age-High: 10 ***Yr/*** 0 ***Mo***

Purpose: Screening test to identify children with perceptual-motor dysfunctions. Subtests include: general status, word repetition, near visual acuity, stereopsis, auditory organization, developmental drawing cover test, near point of convergence, pursuits, retinoscopy, motor skills, body image, rhythmic hop and tap, splitform board, auditory-visual, tactual-visual and Rutgers Drawing Test.

Testing Time: 30 minutes

Type Of Response: Verbal, non-verbal

Name Of Instrument: Rosner Perceptual Survey

Scoring: MACHINE_____

Data Obtained: Total score; cutoff score for perceptual-motor dysfunction

Qualitative Features/Criticism:

Population Characteristics: Emotionally disturbed and mentally retarded children

ETS

Validity (Type/Measure/Figure/Population):

1. Concurrent validity; Behavior Rating Scale; r=.52; N=50, Pittsburgh Public Schools

1-Manual

Reliability (Type/Narrative/Figure/Population):

Standardization Population:

Name Of Instrument: Rosner-Richman Perceptual Survey

Author(s): Rosner, J., & Richman, V.

Publisher: Learning Research and Development Center

Address: University of Pittsburgh
Pittsburgh, Pennsylvania

Copyright Date: 1969 (Experimental Edition)

Number Of Levels: 1

Number Of Forms: 1

Initial Investment:

Cost Per Pupil:

Administration: Individual

Administrator: Professional

Age-Low: 6 *Yr/* 0 *Mo*

Age-High: 10 *Yr/* 0 *Mo*

Purpose: Survey used to identify children with perceptual-motor dysfunctions. Subtests include: general status, word repetition, auditory organization, developmental drawing, motor skills, body image, rhythmic hop and tap, auditory visual and Rutgers Drawing Test.

Testing Time: 15 minutes

Type Of Response: Verbal, non-verbal

Name Of Instrument: Rosner-Richman Perceptual Survey

Scoring: MACHINE____

Data Obtained: Total score: cutoff score for perceptual-motor dysfunction

Qualitative Features/Criticism: Shortened version of the Rosner Perceptual Survey - omits the following items: near visual acuity, stereopsis, cover test, near point of convergence, pursuits, retinoscopy, splitform board and tactual-visual integration

Manual

Population Characteristics: Emotionally disturbed and mentally retarded children

ETS

Validity (Type/Measure/Figure/Population):

Reliability (Type/Narrative/Figure/Population):

Standardization Population:

Name Of Instrument: School Entrance Checklist

Author(s): McLeod, J.

Publisher: Educator's Publishing Service

Address: 75 Moulton Street
Cambridge, Massachusetts 02138

Copyright Date: 1968-69

Number Of Levels: 1

Number Of Forms: 1

Initial Investment: $1.75 (Set)

Cost Per Pupil: $ .20

Administration: Individual

Administrator: Non-professional (parent)

Age-Low: 4 *Yr/* 0 *Mo*

Age-High: 5 *Yr/* 0 *Mo*

Purpose: Checklist to be filled out by parents prior to child's entering kindergarten. Items focus on early developmental history, medical history and observations concerning child's readiness for school.

Testing Time: 15 minutes

Type Of Response: Rater

Name Of Instrument: School Entrance Checklist

Scoring: MACHINE_____

Data Obtained: Raw scores

Qualitative Features/Criticism: Dyslexia Schedule consists of 24 discriminating items of an 89-item questionnaire (21 of these 24 are published separately as School Entrance Check List)/ items selected from literature as predictive of dyslexia, however, (a) definition of dyslexia unclear, (b) description of non-dyslexics inadequate, (c) tryout samples too small, (d) cutoff score supplied without frequency distribution or contingency tables, (e) adverse responses common to disadvantaged and emotionally disturbed

MMY

MMY-Kling, M.

Population Characteristics: Children having reading difficulties; first grade entrants

MMY

Validity (Type/Measure/Figure/Population):

Reliability (Type/Narrative/Figure/Population):

Standardization Population: No norms

MMY

Name Of Instrument: School Readiness Checklist - Ready or Not

Author(s): Austin, J.J., & Lafferty, J.C.

Publisher: Research Concepts

Address: 1368 East Airport Road
Muskegon, Michigan 49444

Copyright Date: 1968

Number Of Levels: 1

Number Of Forms: 1

Initial Investment: $4.95

Cost Per Pupil: $ .12

Administration: Individual

Administrator: Non-professional (parent)

Age-Low: 4 *Yr/* 0 *Mo*

Age-High: 5 *Yr/* 0 *Mo*

Purpose: Scale to be used by parents as a partial aid in determining a child's readiness for school. Subtests include age and physical development, general motor adeptness, memory and attention span, comprehension and reasoning, visual-perceptual skills, general knowledge and general emotional-social maturit

Testing Time: 15 minutes

Type Of Response: Rater

Name Of Instrument: School Readiness Checklist - Ready or Not

Scoring: Easy MACHINE_____

PTM

Data Obtained: Total score; categories: (a) readiness reasonably assured, (b) readiness very probable, (c) readiness questionable, (d) readiness doubtful, (e) readiness unlikely

Qualitative Features/Criticism: Supportive studies discussed in handbook, but no psychometric data; implies by "readiness" that unready child should be delayed kindergarten entrance, as opposed to remediation; test adequate for casual parent use, not for formal screening or special education assignment

MMY-Deloria, D.J.

Population Characteristics:

Validity (Type/Measure/Figure/Population):

1. Concurrent validity; sensitivity/specificity of cutoff score of 36 to predict teacher judgements of kindergarten readiness: r=59%/77%; N=278, kindergarten, urban setting
2. Predictive validity; sensitivity/specificity of cutoff score of 36 to predict teacher judgements of grade 1 readiness; r=54%/82%; N=278, kindergarten, urban setting

1-PST-Magoon, A.J.

2-PST-Magoon, A.J.

Reliability (Type/Narrative/Figure/Population):

Standardization Population: N=300; public school kindergarteners; Holland, Michigan/ N=116; rural setting

PST-Cohen, H.

PST-Kleinke, D.J.

Name Of Instrument: School Readiness Survey

Author(s): Jordan, F.L., & Massey, J.

Publisher: Consulting Psychologists Press, Inc.

Address:
577 College Avenue
Palo Alto, California 94306

Copyright Date: 1973

Number Of Levels: 1

Number Of Forms: 1

Initial Investment: $1.00 (Survey and Manual)

Cost Per Pupil: $ .50

Administration: Individual

Administrator: Non-professional (parent)

Age-Low: 4 *Yr/* 0 *Mo*

Age-High: 6 *Yr/* 0 *Mo*

Purpose: A parent-administered device used to estimate child's readiness for kindergarten. Survey consists of seven subtests used to survey the skills required in school plus a checklist for assessing a child's general social maturity. Suggestions for enrichment games and activities are also included.

Testing Time: 25 minutes

Type Of Response: Verbal, non-verbal, rater

Name Of Instrument: School Readiness Survey

Scoring: Easy

MACHINE______

User

Data Obtained: Number concepts, discrimination of form, color naming, symbol matching, speaking vocabulary, listening vocabulary, general information, total scores; percentiles by sex, readiness likelihood categories; general readiness checklist

Qualitative Features/Criticism: Includes suggestions on how the parent can aid child to be ready for school/ items oriented to parent administration; involves some scorer subjectivity; manual lacks adequate information on reliability, validity, item selection, norming procedures, scoring interpretation; not for making individual decisions

TADS

MMY-Egeland, B

Population Characteristics:

Validity (Type/Measure/Figure/Population):

1. Predictive validity, 3½ months; teachers' ratings; r=.39; N=842, kindergarten

1-MMY-Egeland, B.

Reliability (Type/Narrative/Figure/Population):

1. Test retest reliability, 4 months; r=.79; N not specified

1-PTM

Standardization Population:

Name Of Instrument: Screening Test of Academic Readiness (STAR)

Author(s): Ahr, A.E.

Publisher: Priority Innovations, Inc.

Address: P.O. Box 792
Skokie, Illinois 60076

Copyright Date: 1966

Number Of Levels: 1

Number Of Forms: 1

Initial Investment: $3.50 (Specimen Set) $29.00 (Kit)

Cost Per Pupil: $ .86

Administration: Group

Administrator: Professional (teacher)
Non-professional (parent)

Age-Low: 4 *Yr/* 0 *Mo*

Age-High: 6 *Yr/* 5 *Mo*

Purpose: Group screening test used to highlight children's strengths and weaknesses related to school readiness. Test is used not only to locate children who might be ready for early kindergarten admission but also to identify children who might have potential learning and behavior problems.

Testing Time: 60 minutes

Type Of Response: Non-verbal

Name Of Instrument: Screening Test of Academic Readiness (STAR)

Scoring: Easy MACHINE_____

PTM

Data Obtained: Picture vocabulary, letters, picture completion, copying, picture description, human figure drawing, relationships, numbers, total scores; deviation IQ

Qualitative Features/Criticism: Seems to lack sufficient construct or factorial validity; authors claim that test identifies "learning problems or social or emotional difficulties" are questionable/ economical; useful to school committed to diagnostic testing on a large scale

MMY-Magoon, J. & Cox, R.C.

MMY-Huebner, M.H.

Population Characteristics: Manual includes special instructions for administration with "educationally disadvantaged" preschoolers and a formula for prorating their raw scores; standardization sample presently being expanded to include "educationally disadvantaged" children

Manual

Validity (Type/Measure/Figure/Population):

1. Concurrent validity; Stanford-Binet; r=.72; N=90, preschool
2. Predictive validity, time interval not specified; Metropolitan Readiness Tests; r=.76; N=391, kindergarten
3. Predictive validity, 6 to 12 months; first grade progress (grade point average), reading/arithmetic; r=.52/.56; N=108, Head Start (kindergarten)

1-Manual

2-Manual

3-LIT-Hutton, J.B.

Reliability (Type/Narrative/Figure/Population):

1. Test retest reliability, 8 weeks; r=.91; N=20, preschool
2. Internal consistency: KR-21; r=.90; N=137, Head Start

1-Manual

2-Manual

Standardization Population: N=1500; ages 4-0 to 6-5 years; preschool, kindergarten; middle and upper-middle SES; white; suburban

Manual

Name Of Instrument: Screening Test for the Assignment of Remedial Treatment (START)

Author(s): Ahr, A.E.

Publisher: Priority Innovations, Inc.

Address: P.O. Box 792
Skokie, Illinois 60076

Copyright Date: 1968

Number Of Levels: 1

Number Of Forms: 1

Initial Investment: $3.50 (Specimen Set) $29.00 (Kit)

Cost Per Pupil: $ .85

Administration: Group

Administrator: Professional (teacher)
Non-professional (parent)

Age-Low: 4 *Yr/* 6 *Mo*

Age-High: 6 *Yr/* 5 *Mo*

Purpose: Group test to highlight children's strengths and weaknesses in the areas of visual-auditory-motor-discrimination functioning. Test assesses children's development in the following areas: visual memory, auditory memory, visual-motor coordination and visual discrimination.

Testing Time: 60 minutes

Type Of Response: Non-verbal

Name Of Instrument: Screening Test for the Assignment of Remedial Treatment (START)

Scoring: Easy MACHINE______

PTM

Data Obtained: Visual memory, auditory memory, visual-motor coordination, visual discrimination scores; overall index; stanine scores; deviation IQ

Qualitative Features/Criticism: Manual does not indicate how performance contributes to decisions of choice of instructional methods; similar analytic tests are more clearly related to instructional theories; group administration instructions consider activity needs and attention of young children; color coding helps group keep correct place/ difficult to administer; lacks adequate validation

MMY-Deno, E.

PST-Boyle, V.

Population Characteristics: Includes special instructions for testing "educationally disadvantaged" children

Manual

Validity (Type/Measure/Figure/Population):

1. Concurrent validity; teacher rating scale; r=.70, range for four subtests: r=.45-.64; N=60

1-Manual

Reliability (Type/Narrative/Figure/Population):

1. Inter-rater reliability; clerk and psychologist; r=.98; N not specified
2. Test retest reliability, 3 weeks; r=.97, range for four subtests: r=.82-.93; N=25, kindergarten
3. Internal consistency: KR-21; r=.92, range for four subtests: r=.78-.87: N=279, kindergarten

1-Manual

2-Manual

3-Manual

Standardization Population: N=500: ages 4-6 to 6-5 years; preschool and kindergarten; middle class; urban, suburban, semi-rural

Manual

Name Of Instrument: Screening Test for Auditory Comprehension of Language

Author(s): Carrow-Woolfolk, E.

Publisher: Learning Concepts

Address: 2501 North Lamar
Austin, Texas 78705

Copyright Date: 1973

Number Of Levels: 1

Number Of Forms: 1

Initial Investment: $4.75 (Manual and Booklet)

Cost Per Pupil: $ .80

Administration: Group

Administrator: Professional (diagnostician)

Age-Low: 3 *Yr/* 0 *Mo*

Age-High: 6 *Yr/* 0 *Mo*

Purpose: Screening test used to identify children with receptive language difficulties. Test consists of 25 items which were taken from the Test for Auditory Comprehension of Language. Test evaluates child's knowledge of vocabulary, morphology and syntax.

Testing Time: 25 minutes

Type Of Response: Non-verbal

Name Of Instrument: Screening Test for Auditory Comprehension of Language

Scoring: Easy

MACHINE_____

PTM

Data Obtained: Total score; percentile cutoff score

Qualitative Features/Criticism: Spanish version available/ children who fall below cutoff score should be given the Test for Auditory Comprehension of Language in order to determine specific auditory deficiencies

Manual

PTM

Population Characteristics: Children with hearing, articulation and language disorders; bilingual children; mentally retarded children

PTM

Validity (Type/Measure/Figure/Population):

Reliability (Type/Narrative/Figure/Population):

1. Test retest reliability, 1 to 3 weeks; r=.60; N=100

1-Manual

Standardization Population: N=400; ages 3 to 6 years; 68 Anglo, 20 black, 12 Mexican-American children at each age level; Texas

Manual

Name Of Instrument: Sequenced Inventory of Communication Development

Author(s): Hedrick, D.L., Prather, E.M., & Tobin, A.R.

Publisher: University of Washington Press

Address: Seattle, Washington 98105

Copyright Date: 1975

Number Of Levels: 1

Number Of Forms: 1

Initial Investment: $95.00* (Kit)

Cost Per Pupil:

Administration: Individual

Administrator: Professional (diagnostician)

Age-Low: *Yr/* 4 *Mo*

Age-High: 4 *Yr/* 0 *Mo*

Purpose: Test used to screen children's abilities in the areas of: expressive language (which includes imitation, initiating and responding), length, grammatic and syntactic structures of verbal output, articulation and receptive language (which includes behavioral items that test sound and speech discrimination, awareness and understanding).

Testing Time: 45 minutes

Type Of Response: Verbal, non-verbal, rater

Name Of Instrument: Sequenced Inventory of Communication Development

Scoring: Easy

MACHINE_____

PTM

Data Obtained:

Qualitative Features/Criticism: Communicative behaviors expected of young children sequenced in small steps

PUB

Population Characteristics: Children with language disorders and sensory impairments; mentally retarded children

PUB

Validity (Type/Measure/Figure/Population):

Reliability (Type/Narrative/Figure/Population):

Standardization Population: N=252; white; high, middle, and low SES

PUB

Name Of Instrument: Slingerland Screening Tests for Identifying Children with Specific Language Disability

Author(s): Slingerland, B.H.

Publisher: Educators Publishing Service, Inc.

Address: 75 Moulton Street
Cambridge, Massachusetts 02138

Copyright Date: 1974

Number Of Levels: 1

Number Of Forms: 4 (Form A, Grade 1 & beginning Grade 2; Form B, Grade 2 & 3; Form C, Grade 3 & 4; Form D, Grade 5 & 6)

Initial Investment: $29.80 (Forms A, B, C & D)

Cost Per Pupil: $ .30

Administration: Individual or Group

Administrator: Professional

Age-Low: 5 *Yr/* 0 *Mo*

Age-High: 12 *Yr/* 0 *Mo*

Purpose: Test used to identify children with specific language disabilities which may interfere with their later development of reading, writing, spelling and academic skills. Test highlights child's strengths and weaknesses in the areas of perceptual-motor functioning.

Testing Time:

Type Of Response: Non-verbal

Name Of Instrument: Slingerland Screening Tests for Identifying Children with Specific Language Disability

Scoring: Difficult MACHINE______

MMY-Wepman, J.M.

Data Obtained: Eight subtests with 21 scores for each; echolalia test

Qualitative Features/Criticism: Emphasis on perceptual, not conceptual development - does not test expression, vocabulary or language patterns; may be excellent for perceptual integration, especially for grades 1 and 2; Form C (grades 3 & 4) appears too easy; test is complex in organization, administration and scoring, requires considerable study by examiner/ intended to identify sensory channels in which requisite skills are lacking; requires empirical support of theoretical premises

MMY-Wepman. J.M.

MMY-Deno, E.

Population Characteristics:

Validity (Type/Measure/Figure/Population):
No data

MMY

Reliability (Type/Narrative/Figure/Population):

No data

MMY

Standardization Population: No norms; author recommends use of local norms

MMY

Name Of Instrument: Southern California Perceptual-Motor Tests

Author(s): Ayres, A.J.

Publisher: Western Psychological Services

Address: 12031 Wilshire Boulevard
Los Angeles, California 90025

Copyright Date: 1968

Number Of Levels: 1

Number Of Forms: 1

Initial Investment: $15.50 (Kit)

Cost Per Pupil: $ .10

Administration: Individual

Administrator: Professional

Age-Low: 4 *Yr/* 0 *Mo*

Age-High: 8 *Yr/* 0 *Mo*

Purpose: Series of six tests used to evaluate children's perceptual-motor functioning. Subtests include: imitation of postures, crossing midline of body, bilateral motor coordination, right-left discrimination, standing balance - eyes open and eyes closed.

Testing Time: 20 minutes

Type Of Response: Verbal, non-verbal

Name Of Instrument: Southern California Perceptual-Motor Tests

Scoring: MACHINE_____

Data Obtained: Six tests: imitation of postures, crossing midline of body, bilateral motor coordination, right-left discrimination, standing balance - eyes open, eyes closed; raw scores; standard scores; percentile ranks: cutoff scores for "below chance"

Qualitative Features/Criticism: Manual fails to present theoretical constructs or information to allow interpretation of scores; stability coefficients drop with age to low of .12; subtest variances increase with age/ inconsistencies in statistics and age ranges: test of high quality, has potential value; in need of further research on validity and norms

MMY-Landis, D.

LIT-Proger, B.

Population Characteristics: Can be used with non-verbal children

ETS

Validity (Type/Measure/Figure/Population):

No data

MMY

Reliability (Type/Narrative/Figure/Population):

Standardization Population:

Name Of Instrument: Specific Language Disability Test

Author(s): Malcomesius, N.

Publisher: Educators Publishing Service, Inc.

Address: 75 Moulton Street
Cambridge, Massachusetts 02138

Copyright Date: 1967-68

Number Of Levels: 1

Number Of Forms: 1

Initial Investment: $3.75

Cost Per Pupil: $ .34

Administration: Individual or Group

Administrator: Professional

Age-Low: 11 *Yr/* 0 *Mo*

Age-High: 14 *Yr/* 0 *Mo*

Purpose: Screening test used to evaluate children's perceptual motor functioning in the areas of: visual discrimination, visual memory, visual motor coordination, comprehension, auditory discrimination, auditory-visual coordination and auditory motor coordination. Test identifies children who show some degree of language disability and who require further assessment.

Testing Time:

Type Of Response: Verbal, non-verbal

Name Of Instrument: Specific Language Disability Test

Scoring: Moderate

MACHINE______

User

Data Obtained: Ten tests. five scores for each; upward extension of Screening Tests for Identifying Children with Specific Language Disability

Qualitative Features/Criticism: Pinpoints certain motor encoding difficulties that may reflect reading problems; reliability and validity data lacking; acceptable response levels arbitrary; test is based on questionable assumptions about specific learning disability; instructions and scoring criteria confusing/ not recommended for group administration; item analysis information would aid professional user

MMY-Cohen, S.A.

MMY-Vallett, R.E.

Population Characteristics: For children with reading, writing and spelling difficulties

User

Validity (Type/Measure/Figure/Population):

No data

MMY

Reliability (Type/Narrative/Figure/Population):

No data

MMY

Standardization Population: No norms

MMY

Name Of Instrument: Sprigle School Readiness Screening Test

Author(s): Psychological Clinic & Research Center

Publisher: Learning to Learn School, Inc.

Address: 1936 San Marco Boulevard
Jacksonville, Florida 32207

Copyright Date: 1965

Number Of Levels: 1

Number Of Forms: 1

Initial Investment: $5.00 (Specimen Set) $18.00 (Kit)

Cost Per Pupil: $ .70

Administration: Individual

Administrator: Professional (diagnostician)

Age-Low: 4 *Yr/* 6 *Mo*

Age-High: 6 *Yr/* 9 *Mo*

Purpose: Test used by diagnostician in an interview format to gain information from parents about their child's functioning in the following areas: verbal comprehension, awareness of size relationships, visual discrimination, reasoning ability, numbers concept, comprehension of analogies, information background and spatial relationships.

Testing Time: 15 minutes

Type Of Response: Verbal, non-verbal

Name Of Instrument: Sprigle School Readiness Screening Test

Scoring: Easy

MACHINE_____

PTM
User

Data Obtained: Verbal comprehension, size relations, visual discrimination, reasoning, understanding of numbers, information, analogies, vocabulary, spatial relations and total scores; developmental level (below average, average to above average, superior)

Qualitative Features/Criticism: Instructions clear, simple and include recommendations for encouragement, support and adherence to standard testing conditions; results should be integrated with knowledge of physical, social and emotional readiness/ appears effective for quick assessment; designed for physicians to give feedback to parents/ no indication of how cutoff scores were determined

MMY-Moriarity, A.E.

MMY-Anastasiow, N.

PST-Egeland, B.

Population Characteristics:

Validity (Type/Measure/Figure/Population):

1. Predictive validity, 1 year; Metropolitan Readiness Test, range for three age groups; range: r=.83-.90; N not specified, kindergarten, representative sample from standardization population
2. Concurrent validity; Stanford-Binet, range for three groups of 24; range: r=.65-.70; prekindergarten and grade 1 children

1-PST-Bryan, M.M.

2-LIT-VanDeRiet, V., & Resnick, M.

Reliability (Type/Narrative/Figure/Population):

1. Test retest reliability, 1 week; r=.96; N=30 from standardization population

1-MMY-Anastasiow, N.

Standardization Population: N=575; kindergarten and day nurseries in various areas of the country; lower and middle SES

MMY-Anastasiow, N.

Name Of Instrument: The TARC Assessment System

Author(s): Sailor, W., & Mix, B.J.

Publisher: H & H Enterprises, Inc.

Address: P.O. Box 3342
Lawrence, Kansas 66044

Copyright Date: 1975

Number Of Levels: 1

Number Of Forms: 1

Initial Investment: $5.95 (Set)

Cost Per Pupil: $ .04

Administration: Individual

Administrator: Professional (teacher)
Non-professional (parent)

Age-Low: 3 *Yr/* 0 ***Mo***

Age-High: 16 *Yr/* 0 ***Mo***

Purpose: System used to obtain information about a child's functioning in the areas of self-help, motor, communication and social development. Test requires detailed behavioral observation of the child.

Testing Time:

Type Of Response: Rater

Name Of Instrument: The TARC Assessment System

Scoring: Easy MACHINE_____

PTM

Data Obtained:

Qualitative Features/Criticism: Stresses observable behaviors; provides general picture of child's level of functioning based on narrow sampling of behavior

PUB

Population Characteristics: Severely handicapped children

PUB

Validity (Type/Measure/Figure/Population):

Reliability (Type/Narrative/Figure/Population):

Standardization Population: N=283; ages 3 to 16 years; severely mentally retarded children in an institutional population

PTM

Name Of Instrument: Templin-Darley Tests of Articulation (revision of original Templin-Darley Screening and Diagnostic Tests of Articulation)

Author(s): Templin, M.C., & Darley, F.L.

Publisher: Bureau of Educational Research and Service
Extension Division
Address: C-20 East Hall
University of Iowa
Iowa City, Iowa 52242

Copyright Date: 1969

Number Of Levels:

Number Of Forms: 1

Initial Investment: $5.75 (Specimen Set)

Cost Per Pupil: $ .10

Administration: Individual

Administrator: Professional (diagnostician)

Age-Low: 3 *Yr/* 0 *Mo*

Age-High: 8 *Yr/* 0 *Mo*

Purpose: Test used to evaluate articulation proficiency and to identify articulation errors. The Diagnostic Test consists of nine overlapping subtests including the Screening Test which is used to indicate a child's general articulation adequacy.

Testing Time: 10 minutes (screening)
30 minutes (diagnostic)

Type Of Response: Verbal

Name Of Instrument: Templin-Darley Tests of Articulation

MACHINE______

PTM
User

Scoring: Easy to Moderate

Data Obtained: Nine subscores; total score; cutoff score for defective speech (revised version includes material from original screening test plus Iowa Pressure Articulation Test)

Qualitative Features/Criticism: Sensitive and practical means of screening large groups of children; perhaps best measure of phoneme acquisition in terms of rationale, normative data, flexibility; based on general American dialect as spoken by Caucasians; examiner requirements not specified/ some pictures seem culturally biased; multiple-stimulus pictures might be confusing

MMY-Haller, R.M.

PST-Weiss, R.S.

Population Characteristics:

Validity (Type/Measure/Figure/Population):

Reliability (Type/Narrative/Figure/Population):

1. Test retest reliability, 1 week; range for single age groups; range: r=.93-.99; N=57, ages 2 to 5 years

1-PST-Weiss, R.S.

Standardization Population: N=60; ages 3 to 8 years; 30 boys, 30 girls; upper and lower SES

PTM

Name Of Instrument: Test of Basic Experiences (General Concepts Section is used as a general screening device)

Author(s): Moss, M.H.

Publisher: CTB/McGraw Hill

Address:
Del Norte Research Park
Monterey, California 93940

Copyright Date: 1970, 1975

Number Of Levels: 2 (K-Preschool & Kindergarten, L-Kindergarten and Grade 1)

Number Of Forms: 1

Initial Investment: $88.00 ($44.00/each level)

Cost Per Pupil: $ .60

Administration: Group (six children in a group)

Administrator: Professional (teacher, diagnostician)

Age-Low: 3 ***Yr/*** 0 ***Mo***

Age-High: 7 ***Yr/*** 0 ***Mo***

Purpose: Test measures concepts and experiences that are required for a child's effective participation in the early years of school. Subtests include language, mathematics, science, social studies and general concepts. A Spanish edition is available.

Testing Time: 25 minutes (per section)

Type Of Response: Non-verbal

Name Of Instrument: Test of Basic Experiences

Scoring: Easy

MACHINE __x__

PTM

Data Obtained: General concepts, mathematics, language, science, social studies scores; stanines; percentiles: standard scores

Qualitative Features/Criticism: General Concepts Test may be used as a quick screening device for class placement/ emphasis placed on concept formation rather than on facts; directions in Spanish available, however, has been used on experimental basis only/ time limits or subtest administration order not delineated; use of local norms encouraged; covers broad scope of material; useful in isolating general types of difficulties; not recommended for diagnostic purposes

PUB

Manual

LIT-Proger, B.B

Population Characteristics:

Validity (Type/Measure/Figure/Population):

1. Predictive validity; Metropolitan Readiness Test with Level K; r=.55; N=163

1-PTM

Reliability (Type/Narrative/Figure/Population):

1. Test retest reliability, time interval not specified; r=.72; N=90, kindergarten
2. Internal consistency: KR-20; range on subtests: range: r=.79-.84; N=2016, from standardization population, Level K
3. Internal consistency: KR-20; range on subtests; range: r=.82-.85; N=709, from standardization population, Level L

1-PTM

2-LIT-Proger, B.B.

3-LIT-Proger, B.B.

Standardization Population: N=10,300; 44 cities nationwide; inner-city, urban, small-city, suburban

LIT-Proger, B.B.

Name Of Instrument: Test of Nonverbal Auditory Discrimination (Tenvad)

Author(s): Buktenica, N.A.

Publisher: Follett Publishing Company

Address: 1010 West Washington Boulevard
Chicago, Illinois 60607

Copyright Date: 1975

Number Of Levels: 1

Number Of Forms: 1

Initial Investment: $2.10 (Specimen Set) $11.75 (Set)

Cost Per Pupil: $ .12

Administration: Individual or Group

Administrator: Professional (teacher)

Age-Low: 5 *Yr/* 0 *Mo* (can be used with preschoolers)

Age-High: 8 *Yr/* 0 *Mo*

Purpose: Test to identify children who may have potential auditory discrimination problems that may affect their later academic achievement. Subtests include: discrimination of pitch, loudness, rhythm, duration and timbre.

Testing Time: 15 minutes

Type Of Response: Non-verbal

Name Of Instrument: Test of Nonverbal Auditory Discrimination (Tenvad)

Scoring: MACHINE

Data Obtained: Pitch, loudness, rhythm, duration, timbre and total scores; cutoff indicates average or delayed range

Qualitative Features/Criticism: Stimulus sounds on record (cassette also available); manual includes suggestions for teaching children with delays

Manual

Population Characteristics:

Validity (Type/Measure/Figure/Population):

1. Concurrent validity; Wepman Auditory Discrimination Test; $\underline{r}$=.40; N not specified
2. Concurrent validity; Primary Mental Abilities Test; $\underline{r}$=.45; N not specified
3. Predictive validity, 2 years; range for Metropolitan Achievement Test subtests; range: $\underline{r}$=.48-.53; N not specified, grade 1

1-Manual
2-Manual
3-Manual

Reliability (Type/Narrative/Figure/Population):

1. Internal consistency: KR-20; range for three age groups; range: $\underline{r}$=.75-.78; N not specified

1-Manual

Standardization Population: N not specified; ages 6 to 8 years; lower-middle SES; white, black children in three Chicago metropolitan school districts

Manual

Name Of Instrument: Utah Test of Language Development

Author(s): Mecham, M.J., Jex, J.L., & Jones, J.D.

Publisher: Communication Research Associates, Inc.

Address: P.O. Box 11012
Salt Lake City, Utah 84147

Copyright Date: 1967

Number Of Levels: 1

Number Of Forms: 1

Initial Investment: $25.00 (Set)

Cost Per Pupil: $ .10

Administration: Individual

Administrator: Professional (diagnostician)

Age-Low: *Yr/* 9 *Mo*

Age-High: 16 *Yr/* 0 *Mo*

Purpose: Test designed to measure expressive and receptive language skills in children ages 9 months to 16 years.

Testing Time: 35 minutes

Type Of Response: Verbal, non-verbal

Name Of Instrument: Utah Test of Language Development

Scoring: Easy

MACHINE_____

TADS

Data Obtained:

Qualitative Features/Criticism: May be well to consider a short version for mass screening; five-item subtest shown to have high correspondence to total test, could be administered in 2½ minutes/ picture stimuli could be improved

LIT-Mecham, M.J., Jones, J.D., & Jex, J.L.

User

Population Characteristics:

Validity (Type/Measure/Figure/Population):

1. Concurrent validity; Illinois Test of Psycholinguistic Abilities; r=.86; N=30, ages 3 to 5 years

1-LIT-Mecham, M.J., Jones, J.D., & Jex, J.L.

Reliability (Type/Narrative/Figure/Population):

Standardization Population: N=606; selected sample representative of Utah (N=272); unselected sample from various parts of United States (N=334)

LIT-Mecham, M.J., Jones, J.D., & Jex, J.L.

Name Of Instrument: Vane Kindergarten Test

Author(s): Vane, J.R.

Publisher: Clinical Psychology Publishing Company, Inc.

Address: 4 Conant Square
Brandon, Vermont 05733

Copyright Date: 1968

Number Of Levels:

Number Of Forms: 1

Initial Investment: $7.50 (Set)

Cost Per Pupil: $ .07

Administration: Individual (Vocabulary Subtest)
Group (Motor & Draw-a-Man Subtests)

Administrator: Professional (diagnostician)

Age-Low: 4 *Yr/* 0 *Mo*

Age-High: 6 *Yr/* 11 *Mo*

Purpose: Test used to evaluate the intellectual and academic potential and behavior adjustment of young children. Test consists of three parts: visual-motor, vocabulary and draw-a-man.

Testing Time: 30 minutes

Type Of Response: Verbal, non-verbal

Name Of Instrument: Vane Kindergarten Test

Scoring: Moderate

MACHINE______

PTM

Data Obtained: Perceptual motor, draw-a-man, vocabulary and total scores; mental age; IQ

Qualitative Features/Criticism: Requires fair amount of judgement and experience; requires professional examiner; norm sample small, unrepresentative

MMY-Goldschmid, M.L.

Population Characteristics:

Validity (Type/Measure/Figure/Population):

1. Predictive validity, 1 year; Metropolitan Readiness Test; r=.53; N=148, pre-kindergarten, Connecticut, suburban
2. Concurrent validity; Stanford-Binet; r=.76; N=78, kindergarten
3. Predictive validity, 3 years; Stanford Achievement; r=.60; N=304, kindergarten

1-LIT-Powers, S.M.
2-LIT-Vane, J.R.
3-LIT-Vane, J.R.

Reliability (Type/Narrative/Figure/Population):

1. Test retest reliability, 6 months: r=.88, subtest range: r=.71-.83; N=36, kindergarten

1-MMY-Eichorn, D.H.

Standardization Population: N=400; 50 boys, 50 girls at each half-year level; New York and New Jersey; nationwide proportions of urban white, rural white, non-white

MMY-Eichorn, D.H.

Name Of Instrument: Verbal Language Development Scale

Author(s): Mecham, M.J.

Publisher: American Guidance Services, Inc.

Address: Publishers' Building
Circle Pines, Minnesota 55014

Copyright Date: 1971

Number Of Levels: 1

Number Of Forms: 1

Initial Investment: $1.00 (Specimen Set) $3.25 (Kit)

Cost Per Pupil: $ .10

Administration: Individual

Administrator: Professional (teacher, diagnostician)

Age-Low: *Yr/* 1 *Mo*

Age-High: 16 *Yr/* 0 *Mo*

Purpose: Scale used to measure child's performance on verbal tasks. The test, which is an extension of the communication portion of the Vineland Social Maturity Scale, allows for interviews with the child's parent or teacher.

Testing Time: 30 minutes

Type Of Response: Rater

Name Of Instrument: Verbal Language Development Scale

Scoring: Easy

MACHINE______

PTM

Data Obtained: Language age equivalent (interview version of Utah Test of Language Development)

Qualitative Features/Criticism: Extension of communication section of Vineland Social Maturity Scale/ items global, allow broad interpretation, gross estimate of language development; items suggests that mother is best informant: 70% items concern behavior prior to 5½ years; age scores often too high; helpful in structuring interview/ cutoff scores not provided for determining language delay

TADS

MMY-Bulter, K.G.

PST-Drexler, H.G.

Population Characteristics: Use of scale for inner-city, large urban centers or non-white children does not seem appropriate/ children with verbal language problems

MMY-Butler, K.G.

PTM

Validity (Type/Measure/Figure/Population):

Reliability (Type/Narrative/Figure/Population):

1. Internal consistency: split-half; $\underline{r}$=.97; N=117, from standardization population

1-PUB

Standardization Population: N=120; ages 0 to 12 years; normal white children; central Utah; 5 boys, 5 girls at each age level: no information on characteristics of informants; additional standardization: N=117; apparently no changes made as a result of this data

MMY-Butler, K.G.

Name Of Instrument: Vineland Social Maturity Scale

Author(s): Doll, E.A.

Publisher: American Guidance Service, Inc.

Address:
Publishers' Building
Circle Pines, Minnesota 55014

Copyright Date: 1965

Number Of Levels: 1

Number Of Forms: 1

Initial Investment: $4.80

Cost Per Pupil: $ .12

Administration: Individual

Administrator: Professional (teacher, diagnostician)
Non-professional (parent)

AGE-LOW: YR/ 1 ***Mo***

AGE-HIGH: YR/ ***Mo*** Adult

PURPOSE: Test used to assess individual's level of social maturity, competence and independence. Items are designed to elicit factual descriptions of the examinee's behavior in the following areas: self-help, self direction, occupation, communication, locomotion and socialization.

TESTING TIME: 25 minutes

TYPE OF RESPONSE: Rater

NAME OF INSTRUMENT: Vineland Social Maturity Scale	
SCORING: Easy MACHINE_____	User
DATA OBTAINED: Total score; social age; social quotient	
QUALITATIVE FEATURES/CRITICISM: Items identical with 1936 edition; danger inherent in ratings by untrained or over-involved rater, but author specifies clinically trained examiner required; scale can differentiate well adapted persons of subnormal intellect from those who are socially inadequate/ information may be derived from subject; may be better as interviewing device with parents; some items need adapting to different living situations	MMY, 5-Cruikshank, W.M. MMY, 5-Teagarden, F.M.
POPULATION CHARACTERISTICS: Potential for use with all handicapped populations; commonly used with mentally retarded	PTM
VALIDITY (TYPE/MEASURE/FIGURE/POPULATION)	
RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION) 1. Inter-rater reliability; average rank order correlations between parents and professionals; r=.92 2. Test retest reliability, 1 year; median reliability of coefficients; r=.97, range: r=.94-.99; age ranges unspecified	1-PUB 2-PUB
STANDARDIZATION POPULATION: N=620; birth to 30 years; 10 normal subjects of each sex at each year/ chosen for social, cultural, economic, educational characteristics	MMY, 5-Teagarden, F.M. PUB

NAME OF INSTRUMENT: Visual Analysis Test

AUTHOR(S): Rosner, J.

PUBLISHER: Learning Research and Development Center

ADDRESS: University of Pittsburgh
Pittsburgh, Pennsylvania

COPYRIGHT DATE: 1971

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

INITIAL INVESTMENT: $1.00

COST PER PUPIL:

ADMINISTRATION: Individual

ADMINISTRATOR: Professional

AGE-LOW: 5 YR/ 0 MO

AGE-HIGH: 7 YR/ 0 MO

PURPOSE: Test measures children's ability to copy geometric designs as an indicator of children's overall visual-motor functioning. Test items can also be used as teaching objectives.

TESTING TIME:

TYPE OF RESPONSE: Non-verbal

NAME OF INSTRUMENT: Visual Analysis Test

SCORING: MACHINE_____

DATA OBTAINED: Total score

QUALITATIVE FEATURES/CRITICISM: Test items may be used as teaching objectives; assumption made that ability to copy geometric designs is considered to be a valid predictor of general visual-motor development

LIT-Rosner, J.

POPULATION CHARACTERISTICS:

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

1. Concurrent validity; Rutgers Drawing Test with Form A; r=.80; N=470, kindergarten, grade 1, suburban Western Pennsylvania
2. Concurrent validity; Rutgers Drawing Test with Form B; r=.68; N=197, grade 2, suburban Western Pennsylvania

1-LIT-Rosner, J

2-LIT-Rosner, J

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

1. Inter-rater reliability; three researchers scoring independently; r=.98

1-LIT-Rosner, J

STANDARDIZATION POPULATION:

NAME OF INSTRUMENT: Walker Problem Behavior Identification Checklist

AUTHOR(S): Walker, H.M.

PUBLISHER: Western Psychological Services

ADDRESS: 12031 Wilshire Boulevard
Los Angeles, California 90025

COPYRIGHT DATE: 1970

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

INITIAL INVESTMENT: $9.50 (Kit)

COST PER PUPIL: $ .09

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (teacher, diagnostician)

AGE-LOW: 9 YR/ 0 MO

AGE-HIGH: 12 YR/ 0 MO

PURPOSE: Checklist used to quickly identify elementary grade children with behavior problems. Checklist helps the teacher select those children who should be referred for further psychological evaluation.

TESTING TIME: 2 minutes

TYPE OF RESPONSE: Rater

294

NAME OF INSTRUMENT: Walker Problem Behavior Identification Checklist

SCORING: Easy

MACHINE_____

PTM

DATA OBTAINED: Acting-out, withdrawal, distractibility, disturbed peer relations, immaturity and total scores; cutoff to classify disturbed children

QUALITATIVE FEATURES/CRITICISM: Observational period of no less than 2 months is highly recommended before administrator rates child

PTM

POPULATION CHARACTERISTICS:

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

STANDARDIZATION POPULATION: N=534 children; grades 4, 5 and 6; 21 teachers as raters

PTM

NAME OF INSTRUMENT: Wepman Auditory Discrimination Tests

AUTHOR(S): Wepman, J.M.

PUBLISHER: Language Research Association

ADDRESS: 175 East Delaware Place
Chicago, Illinois 60611

COPYRIGHT DATE: 1973

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 2

INITIAL INVESTMENT: $8.50* (Manual and Forms)

COST PER PUPIL: $ .14*

ADMINISTRATION: Individual

ADMINISTRATOR: Professional (diagnostician)

AGE-LOW: 5 YR/ 0 MO

AGE-HIGH: 8 YR/ 0 MO

PURPOSE: Screening test to evaluate children's auditory discrimination abilities. Test requires that children indicate whether matched words are the same or different.

TESTING TIME: 15 minutes

TYPE OF RESPONSE: Verbal, non-verbal

NAME OF INSTRUMENT: Wepman Auditory Discrimination Tests

SCORING: Easy

MACHINE______

User

DATA OBTAINED: Total score; cutoff points for adequate or inadequate development

QUALITATIVE FEATURES/CRITICISM: Lacks sophistication of Goldman-Fristoe-Woodcock, but appears to be a simple and efficient instrument for limited purposes/ child must have concept of same and different for valid results

TADS

User

POPULATION CHARACTERISTICS: Can be given to speech impaired and cerebral palsied children; handicapped children included in standardization/ children with reading, speech and verbal comprehension problems

PTM

User

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

1. Test retest reliability, time interval not specified; r=.91/.95; N=105/N=279

1-PTM

STANDARDIZATION POPULATION:

NAME OF INSTRUMENT: Winterhaven Perceptual Forms Test

AUTHOR(S):

PUBLISHER: Lion's Club

ADDRESS: P.O. Box 111
Winterhaven, Florida 33880

COPYRIGHT DATE: 1963

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

INITIAL INVESTMENT:

COST PER PUPIL:

ADMINISTRATION: Individual or Group

ADMINISTRATOR: Professional (teacher)
Non-professional (parent)

AGE-LOW: 4 YR/ 0 MO

AGE-HIGH: 9 YR/ 0 MO

PURPOSE: Test used to identify children with possible sensory motor problems. Test evaluates children's actual reproduction, spatial orientation, organization and angulation. Test requires that children copy a variety of geometric forms.

TESTING TIME: 4 minutes

TYPE OF RESPONSE: Non-verbal

NAME OF INSTRUMENT: Winterhaven Perceptual Forms Test

SCORING: Easy

MACHINE______

PTM

DATA OBTAINED: Overall score of high, average or low

QUALITATIVE FEATURES/CRITICISM: Handbook for first grade teachers is available for perceptual testing and training

PTM

POPULATION CHARACTERISTICS:

VALIDITY (TYPE/NARRATIVE/FIGURE/ADEQUACY):

RELIABILITY (TYPE/NARRATIVE/FIGURE/ADEQUACY):

STANDARDIZATION POPULATION:

NAME OF INSTRUMENT: Yellow Brick Road

AUTHOR(S): Kallstrom, C.

PUBLISHER: Learning Concepts

ADDRESS: 2501 North Lamar
Austin, Texas 78705

COPYRIGHT DATE: 1975

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

INITIAL INVESTMENT: $39.95 (Kit)

COST PER PUPIL: $ .10

ADMINISTRATION: Individual or Group

ADMINISTRATOR: Professional
Non-professional (aides, volunteers and parents)

AGE-LOW: 5 YR/ 0 MO

AGE-HIGH: 6 YR/ 0 MO

PURPOSE: Screening test used to identify strengths and weaknesses in preschool children. Test consists of four batteries: motor, visual, auditory and language.

TESTING TIME: 45 minutes (individually)
120 minutes (group of 24)

TYPE OF RESPONSE: Verbal, non-verbal

NAME OF INSTRUMENT: Yellow Brick Road

SCORING: Easy

MACHINE______

PTM

DATA OBTAINED: Twenty-four subtest scores; four battery scores (visual, auditory, language, motor); total score

QUALITATIVE FEATURES/CRITICISM:

POPULATION CHARACTERISTICS:

VALIDITY (TYPE/MEASURE/FIGURE/POPULATION):

RELIABILITY (TYPE/NARRATIVE/FIGURE/POPULATION):

STANDARDIZATION POPULATION:

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REFERENCES

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APPENDIX A

INSTRUMENT MATRIX

INSTRUMENT MATRIX

NAME OF INSTRUMENT	INITIAL INVESTMENT	ADMINISTRATION		ADMINISTRATOR		AGE-RANGE	TESTING TIME	TYPE OF RESPONSE			CONTENT AREAS							
		Individual	Group	Professional	Non-Professional			Verbal	Non-Verbal	Rater	Social/Emotional Development	Lang./Cognitive Development	Speech and Articulation	Fine Motor Development	Gross Motor Development	Visual Reception	Auditory Reception	Self-Help Skills
The ABC Inventory	$ 5.90	X		X		3-6 yr to 6-6 yr	9 min	X	X			X		X				
Adaptive Behavior Scales	$ 7.00	X	X	X	X	3-0 yr to adult	20 min			X	X							
American School Reading Readiness Test	$ 5.90	X	X	X		5-0 yr to 6-0 yr	30 min					X		X		X		
Anton Brenner Developmental Gestalt Test of School Readiness	$ 13.50	X		X		5-0 yr to 6-0 yr	5 min	X				X		X				
Arizona Articulation Proficiency Scale: Revised	$ 18.50	X		X	X	3-0 yr to adult	25 min	X					X					
Assessment Program of Early Learning Levels (APELL)	$302.35*		X	X		4-6 yr to 7-0 yr	40 min		X			X						
Bankson Language Screening Test	$ 14.95	X		X		4-1 yr to 8-0 yr	25 min	X	X			X				X	X	
Basic Concept Inventory	$ 30.00	X		X		3-0 yr to 10-0 yr	20 min	X	X			X						
Basic School Skills Inventory	$ 12.00	X		X		4-0 yr to 7-0 yr	20 min	X	X		X	X		X				X
Bayley Scales of Infant Development	$ 98.00	X		X		2 mo to 2-6 yr	45 min		X		X	X			X	X	X	
Bender Motor Gestalt Test	$ 2.50*	X	X			4-0 yr to 12-0 yr	10 min		X					X				
Birth-Three Scale		X			X	1 mo to 3-0 yr		X	X		X	X		X	X			
Boehm Test of Basic Concepts	$ 7.75	X	X	X		4-0 yr to 8-0 yr	30 min		X			X						
Boyd Developmental Progress Scale	$ 12.00	X		X		1 mo to 8-0 yr		X	X	X		X		X	X			X
Burks Behavior Rating Scale	$ 3.85*	X		X	X	6-0 yr to 12-0 yr	10 min			X	X					X		
Cain-Levine Social Competency Scale	$ 6.00	X		X		5-0 yr to 13-0 yr	15 min			X	X	X						X
Camelot Behavioral Checklist		X		X			25 min			X	X							

* Price source published prior to 1977

INSTRUMENT MATRIX

NAME OF INSTRUMENT	INITIAL INVESTMENT	ADMINISTRATION		ADMINISTRATOR		AGE-RANGE	TESTING TIME	TYPE OF RESPONSE			CONTENT AREAS							
		Individual	Group	Professional	Non-Professional			Verbal	Non-Verbal	Rater	Social/Emotional Development	Lang./Cognitive Development	Speech and Articulation	Fine Motor Development	Gross Motor Development	Visual Reception	Auditory Reception	Self-Help Skills
Carolina Developmental Profile		X		X		2-0 yr to 5-0 yr		X	X		X	X		X	X			
Carrow Elicited Language Inventory	$ 39.95	X		X		3-0 yr to 7-11 yr	45 min	X				X						
CCD Developmental Progress Scale	$ 12.00*	X		X	X	1 mo to 8-0 yr	15 min			X	X	X		X	X			X
Child Behavior Rating Scale	$ 7.50	X		X	X	5-0 yr to 8-0 yr	8 min			X	X							
Children's Self-Social Construct Tests - Preschool Level	$ 8.00	X		X		3-0 yr to 8-0 yr	10 min		X		X							
Cincinatti Autonomy Test Battery		X		X		3-0 yr to 6-0 yr	60 min		X	X	X	X						
Circus	$ 63.00		X	X		4-0 yr to 6-0 yr			X	X		X		X		X	X	
Cognitive Skills Assessment Battery	$ 17.50	X		X	X	3-0 yr to 6-0 yr	25 min	X	X			X		X	X	X	X	
Columbia Mental Maturity Scale	$ 50.00*	X		X		3-6 yr to 10-0 yr	18 min		X			X						
Commun. Eval. Chart From Infancy to Five Years	$ .25	X		X	X	3 mo to 5-0 yr	30 min	X	X	X		X		X	X	X	X	
Comprehensive Identification Process (CIP)	$ 59.95	X		X	X	2-6 yr to 5-6 yr	30 min	X	X		X	X	X	X	X			
Contemporary School Readiness Test	$ 1.50		X	X		5-0 yr to 6-6 yr	105 min	X	X			X				X	X	
Cooperative PreSchool Inventory	$ 5.50	X		X	X	3-0 yr to 6-0 yr	20 min	X	X			X		X		X		X
Dailey Language Facility Test	$ 15.00*	X		X		3-0 yr to 17-0 yr	15 min	X				X	X					
Del Rio Language Screening Test	$ 9.00	X		X		3-0 yr to 6-11 yr		X	X			X						
Denver Articulation Screening Exam (DASE)	$ 6.85	X		X		2-6 yr to 7-0 yr	5 min	X					X					
Denver Developmental Screening Test	$ 25.00	X		X	X	1 mo to 6-0 yr	20 min	X	X	X	X	X		X	X			

* Price source published prior to 1977

INSTRUMENT MATRIX

NAME OF INSTRUMENT	INITIAL INVESTMENT	ADMINISTRATION		ADMINISTRATOR		AGE-RANGE	TESTING TIME	TYPE OF RESPONSE			CONTENT AREAS							
		Individual	Group	Professional	Non-Professional			Verbal	Non-Verbal	Rater	Social/Emotional Development	Lang./Cognitive Development	Speech and Articulation	Fine Motor Development	Gross Motor Development	Visual Reception	Auditory Reception	Self-Help Skills
Denver Prescreening Developmental Questionnaire	$ 15.00	X			X	3 mo to 6-0 yr	10 min			X	X	X		X	X			
Detroit Tests of Learning Aptitude	$ 20.15	X		X		3-0 yr to adult	75 min	X	X			X		X	X	X	X	
Developmental Guidelines		X		X	X	3-0 yr to 6-0 yr				X	X	X		X	X			X
Develop. Indicator for the Assessment of Learning (DIAL)	$ 99.50	X		X	X	2-6 yr to 5-6 yr	30 min	X	X	X	X	X	X	X	X			
Developmental Key for Assessing Children's Growth		X		X		3-0 yr to 6-0 yr	15 min		X	X	X	X		X	X			
Developmental Profile	$ 11.30	X		X		6 mo to 12-0 yr	30 min			X	X	X		X	X			X
Developmental Screening Inventory (DSI)	$ 4.50	X			X	1 mo to 1-6 yr	15 min			X	X	X		X	X			
Developmental Test of Visual Motor Integration	$ 36.00	X	X	X		2-0 yr to 15-0 yr	10 min		X					X		X		
Developmental Test of Visual Perception	$ 10.00	X	X	X		3-0 yr to 8-0 yr	45 min		X					X		X		
Early Chldhd. Assess.: A Crit.-Refer. Scrng. Device	$ 8.00	X		X	X	3-6 yr to 7-0 yr	50 min	X	X			X		X	X	X	X	
Early Detection Inventory	$ 8.25*	X		X		3-0 yr to 6-0 yr	35 min	X	X		X	X		X	X			
Early Educ. Scrng. Test - Battery of Basic Skills Dev.		X		X		4-0 yr to 6-0 yr	30 min	X	X			X		X	X	X	X	
Early Identification Screening Inventory	$ 8.50	X		X		5-0 yr to adult				X	X	X	X	X	X	X		
The Educational Developmental Program, Kit I	$ 89.95	X		X		4-0 yr to 7-0 yr		X	X			X		X	X	X	X	
Eliot-Pearson Screening Inventory		X		X	X	4-0 yr to 6-0 yr	15 min	X	X	X		X		X	X	X		

* Price source published prior to 1977

INSTRUMENT MATRIX

NAME OF INSTRUMENT	INITIAL INVESTMENT	ADMINISTRATION		ADMINISTRATOR		AGE-RANGE	TESTING TIME	TYPE OF RESPONSE			CONTENT AREAS							
		Individual	Group	Professional	Non-Professional			Verbal	Non-Verbal	Rater	Social Emotional Development	Lang./Cognitive Development	Speech and Articulation	Fine Motor Development	Gross Motor Development	Visual Reception	Auditory Reception	Self-Help Skills
Evanston Early Identification Scale	$ 3.09*	X		X		5-0 yr to 6-3 yr	20 min		X		X			X		X		
Fairview Behavior Evaluation Battery for the Ment. Retard.	$ 52.00	X		X	X	1 mo to 10-0 yr	15 min		X		X	X						X
First Grade Screening Test (FGST)	$ 14.50		X	X		4-6 yr to 6-0 yr	38 min		X		X	X		X				
A General Screening Instrument		X		X						X	X	X						
Gessell Developmental Examination	$ 12.50	X		X		5-0 yr to 10-0 yr	30 min	X	X		X	X		X	X	X		
Gessell Developmental Schedules		X		X		1 mo to 6-0 yr				X	X	X		X	X			
Goldman-Fristoe-Woodcock Auditory Skills Test Battery	$ 23.00	X		X		3-8 yr to adult	15 min	X									X	
Goodenough Harris Drawing Test	$ 5.75*	X	X	X		3-0 yr to 15-0 yr	13 min		X		X	X		X				
Harris Tests of Lateral Dominance	$ 8.40	X		X		7-0 yr to adult	15 min		X					X	X			
Houston Test for Language Development	$ 35.00*	X		X		6 mo to 6-0 yr	30 min	X	X			X						
Infant Behavior Inventory		X		X		1-0 yr to 3-0 yr	25 min			X	X		X					
Infant Intelligence Scale	$119.00	X		X		3 mo to 2-6 yr	30 min	X	X			X						
Initial Screening Checklist	$ .15	X		X		6-0 yr to 14-0 yr				X	X	X						
Inter-American Serv.: Test of Gen. Ability, Preschool Level	$ 6.00	X		X		4-0 yr to 5-0 yr	45 min		X			X						
Inventory for Language Abilities		X		X		4-0 yr to 8-0 yr				X		X				X	X	
Inventory of Readiness Skills	$ 10.95	X		X		3-0 yr to 7-0 yr	20 min	X	X			X				X	X	
Jansky Screening Index	$ 16.50	X		X	X	5-0 yr to 6-0 yr	20 min	X	X			X		X		X	X	

* Price source published prior to 1977

INSTRUMENT MATRIX

NAME OF INS[illegible]ENT	INITIAL INVESTMENT	ADMINISTRATION		ADMINISTRATOR		AGE-RANGE	TESTING TIME	TYPE OF RESPONSE			CONTENT AREAS							
		Individual	Group	Professional	Non-Professional			Verbal	Non-Verbal	Rater	Social/Emotional Development	Lang./Cognitive Development	Speech and Articulation	Fine Motor Development	Gross Motor Development	Visual Reception	Auditory Reception	Self-Help Skills
Kindergarten Auditory Screening Test	$ 7.50		X	X		4-6 yr to 6-0 yr	20 min		X								X	
Kindergarten Evaluation of Learning Potential (KELP)	$219.36*		X	X		4-6 yr to 6-0 yr		X	X			X						
Language Facility Test	$ 15.00	X		X		3-0 yr to 15-0 yr	10 min	X				X						
Language and Learning Disorders of the Pre-Academic Child	$ 12.75	X		X		1 mo to 6-0 yr	75 min	X			X	X		X			X	
Laradon Articulation Scale	$ 32.50	X		X		1-0 yr to 8-6 yr	30 min	X					X					
Lexington Developmental Scale (Short Form)	$ 1.75	X		X		11 mo to 6-0 yr	30 min	X	X		X	X		X	X			
The Magic Kingdom: A Preschool Screening Program	$ 39.00	X		X	X	3-0 yr to 6-0 yr	90 min	X	X		X	X		X	X	X	X	X
A Manual for the Assess. of a "Deaf-Blind" Mult. Handi. Chld.		X		X			25 min			X	X	X		X	X			X
Maturity Level for School Entrance and Rding. Readiness	$ 4.50	X		X	X	5-0 yr to 6-6 yr	20 min			X	X	X	X	X	X			
Maxfield-Bucholz Scale of Social Maturity with Pre-School	$ 3.00	X		X		1 mo to 6-0 yr	60 min			X	X	X				X		X
Meeting Street School Screening Test	$ 12.00	X		X		5-0 yr to 7-5 yr	20 min	X	X		X	X		X	X	X		
Memory-for-Designs Test	$ 17.00	X		X		8-5 yr to adult	8 min		X					X		X		
Memphis Comprehensive Developmental Scale	$ 1.50*	X		X		3 mo to 5-0 yr				X	X	X		X	X			
Minnesota Child Development Inventory	$ 45.00	X			X	1-0 yr to 6-0 yr	45 min			X	X	X		X	X			X
Missouri Children's Picture Series	$ 15.00	Y	X	X		5-0 yr to 16-0 yr	15 min		X		X							

* Price source published prior to 1977

INSTRUMENT MATRIX

NAME OF INSTRUMENT	INITIAL INVESTMENT	ADMINISTRATION: Individual	ADMINISTRATION: Group	ADMINISTRATOR: Professional	ADMINISTRATOR: Non-Professional	AGE-RANGE	TESTING TIME	TYPE OF RESPONSE: Verbal	TYPE OF RESPONSE: Non-Verbal	TYPE OF RESPONSE: Rater	CONTENT AREAS: Social/Emotional Development	CONTENT AREAS: Lang./Cognitive Development	CONTENT AREAS: Speech and Articulation	CONTENT AREAS: Fine Motor Development	CONTENT AREAS: Gross Motor Development	CONTENT AREAS: Visual Reception	CONTENT AREAS: Auditory Reception	CONTENT AREAS: Self-Help Skills
Motor Free Visual Perception Test	$ 17.50	X		X		4-0 yr to 8-0 yr	10 min		X							X		
Motor Problems Inventory	$ 9.50	X		X		3-0 yr to 11-0 yr	10 min		X					X	X			
Move-Grow-Learn (Movement Skills Survey)	$ 17.28	X		X		3-0 yr to 9-0 yr			X					X	X			
Northwestern Syntax Screening Test	$ 10.00	X		X		3-0 yr to 8-0 yr	20 min	X	X			X						
Oseretsky Test of Motor Proficiency	$ 35.00	X		X		4-0 yr to 16-0 yr	25 min		X					X	X			
Parent Readiness Evaluation of Preschoolers (PREP)	$ 2.40	X			X	4-0 yr to 6-0 yr	45 min	X	X			X		X	X	X	X	
Photo Articulation Test	$ 14.75	X		X		3-0 yr to 12-0 yr	5 min	X					X					
Piers-Harris Children's Self Concept Scale	$ 2.25*	X	X	X		7-0 yr to 17-0 yr	20 min	X			X							
Pre-Academic Learning Inventory	$ 16.50	X		X		4-6 yr to 6-0 yr	35 min	X	X			X	X	X	X	X	X	
Predictive Screening Test of Articulation	$ 1.00	X		X		5-0 yr to 6-0 yr	8 min	X					X					
Preprimary Profile (Introduction to my Child)	$ 11.00*	X		X	X	3-0 yr to 6-0 yr	15 min			X	X	X						X
Pre-Reading Screening Procedures	$ 14.50	X	X	X		5-0 yr to 6-0 yr			X			X		X		X	X	
Pre-School Attainment Record	$ 4.50	X		X	X	6 mo to 7-0 yr	30 min			X	X	X		X	X			
Preschool Behav. Questionnaire: Manual and Questionnaire Set	$ 4.00	X		X		3-0 yr to 6-0 yr	10 min			X	X							
Preschool Language Scale	$ 15.00	X		X		1-6 yr to 7-0 yr	30 min	X	X			X	X				X	
PreSchool Screening Survey	$ 20.00	X		X		3-5 yr to 5-6 yr	30 min	X	X			X		X	X	X		
Preschool Screening System	$ 16.00	X	X	X	X	3-0 yr to 5-4 yr	15 min	X	X	X	X	X		X	X	X		

* Price source published prior to 1977

INSTRUMENT MATRIX

NAME OF INSTRUMENT	INITIAL INVESTMENT	ADMINISTRATION		ADMINISTRATOR		AGE-RANGE	TESTING TIME	TYPE OF RESPONSE			CONTENT AREAS							
		Individual	Group	Professional	Non-Professional			Verbal	Non-Verbal	Rater	Social/Emotional Development	Lang./Cognitive Development	Speech and Articulation	Fine Motor Development	Gross Motor Development	Visual Reception	Auditory Reception	Self-Help Skills
Primary Academic Sentiment Scale	$ 29.00		X	X		4-4 yr to 7-3 yr	50 min		X		X							
Primary Self-Concept Inventory	$ 10.10	X	X	X		4-0 yr to 10-0 yr	15 min		X		X							
Progress Assessment Charts of Social Development	$ 7.50*	X		X	X		15 min			X	X	X						X
Purdue Perceptual Motor Survey	$ 16.45	X		X		6-0 yr to 10-0 yr	60 min		X					X				
Quick Neurological Screening Test	$ 12.00	X	X	X		4-0 yr to 18-0 yr	20 min		X	X	X	X		X	X	X	X	
Quick Screening Scale of Mental Development	$ 2.00	X		X		6 mo to 10-0 yr	30 min					X	X	X	X		X	
Quick Test	$ 16.00	X		X		2-0 yr to adult	7 min	X				X						
Quick Word Test	$ 1.50					9-0 yr to adult	18 min		X			X						
Rapid Developmental Screening Checklist		X		X		1 mo to 5-0 yr	15 min			X	X	X	X	X				
Receptive-Expressive Emergent Language Scale (REEL)	$ 16.50	X		X		1 mo to 3-0 yr	25 min			X		X						
Reynell Developmental Language Scales	$ 60.00	X				1-0 yr to 5-0 yr		X	X			X						
Riley Articulation and Language Test	$ 7.50	X		X		4-0 yr to 7-0 yr	2 min	X				X	X					
Riley Preschool Development Screening Inventory	$ 7.50	X		X		3-0 yr to 6-0 yr	10 min.		X		X	X		X				
Rosner Perceptual Survey		X		X		6-0 yr to 10-0 yr	30 min	X	X			X		X	X	X	X	
Rosner-Richman Perceptual Survey		X		X		6-0 yr to 10-0 yr	15 min	X	X			X		X	X	X	X	
School Entrance Checklist	$ 1.75	X			X	4-0 yr to 5-0 yr	15 min			X	X	X						
School Readiness Checklist - Ready or Not	$ 4.95	X			X	4-0 yr to 5-0 yr	15 min			X	X	X		X	X	X		

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INSTRUMENT MATRIX

NAME OF INSTRUMENT	INITIAL INVESTMENT	ADMINISTRATION		ADMINISTRATOR		AGE-RANGE	TESTING TIME	TYPE OF RESPONSE			CONTENT AREAS							
		Individual	Group	Professional	Non-Professional			Verbal	Non-Verbal	Rater	Social/Emotional Development	Lang./Cognitive Development	Speech and Articulation	Fine Motor Development	Gross Motor Development	Visual Reception	Auditory Reception	Self-Help Skills
School Readiness Survey	$ 1.00	X			X	4-0 yr to 6-0 yr	25 min	X	X	X	X	X						
Screening Test of Academic Readiness (STAR)	$ 29.00		X	X	X	4-0 yr to 6-5 yr	60 min		X		X	X		X				
Screening Test for the Assign. of Remedial Treatment (START)	$ 29.00		X	X	X	4-6 yr to 6-5 yr	60 min		X					X		X	X	
Screening Test for Auditory Comprehension of Language	$ 4.75		X	X		3-0 yr to 6-0 yr	25 min		X			X						
Sequenced Inventory of Communication Development	$ 95.00*	X		X		4 mo to 4-0 yr	45 min	X	X	X		X	X					
Slingerland Scrng. Tsts for Iden. Chld. W/Specif. Lang. Dis.	$ 29.80	X	X	X		5-0 yr to 12-0 yr			X			X		X		X	X	
Southern California Perceptual-Motor Tests	$ 15.50	X		X		4-0 yr to 8-0 yr	20 min	X	X					X	X			
Specific Language Disability Test	$ 3.75	X	X	X		11-0 yr to 14-0 yr		X	X			X		X		X	X	
Sprigle School Readiness Screening Test	$ 18.00	X		X		4-6 yr to 6-9 yr	15 min	X	X			X				X		
The TARC Assessment System	$ 5.95	X		X	X	3-0 yr to 16-0 yr				X	X	X		X	X			X
Templin-Darley Tests of Articulation	$ 5.75	X		X		3-0 yr to 8-0 yr	10 min	X					X					
Tests of Basic Experiences	$ 88.00		X	X		3-0 yr to 7-0 yr	25 min		X			X						
Test of Nonverbal Auditory Discrimination (TENVAD)	$ 11.75	X	X	X		5-0 yr to 8-0 yr	15 min		X								X	
Utah Test of Language Development	$ 25.00	X		X		9 mo to 16-0 yr	35 min	X	X			X						

* Price source published prior to 1977

322

321

INSTRUMENT MATRIX

NAME OF INSTRUMENT	INITIAL INVESTMENT	ADMINISTRATION		ADMINISTRATOR		AGE-RANGE	TESTING TIME	TYPE OF RESPONSE			CONTENT AREAS							
		Individual	Group	Professional	Non-Professional			Verbal	Non-Verbal	Rater	Social/Emotional Development	Lang./Cognitive Development	Speech and Articulation	Fine Motor Development	Gross Motor Development	Visual Reception	Auditory Reception	Self-Help Skills
Vane Kindergarten Test	$ 7.50	X	X	X		4-0 yr to 6-11 yr	30 min	X	X		X	X		X		X		
Verbal Language Development Scale	$ 3.25	X		X		1 mo to 16-0 yr	30 min			X		X						
Vineland Social Maturity Scale	$ 4.80	X		X	X	1 mo to adult	25 min			X	X	X						X
Visual Analysis Test	$ 1.00	X		X		5-0 yr to 7-0 yr			X					X		X		
Walker Problem Behavior Identification Checklist	$ 9.50	X		X		9-0 yr to 12-0 yr	2 min			X	X							
Wepman Auditory Discrimination Tests	$ 8.50*	X		X		5-0 yr to 8-0 yr	15 min	X	X								X	
Winterhaven Perceptual Forms Test		X	X	X	X	4-0 yr to 9-0 yr	4 min		X					X				
Yellow Brick Road	$ 39.95	X	X	X	X	5-0 yr to 6-0 yr	45 min	X	X			X		X	X	X	X	

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APPENDIX B

SEARCH LITERATURE FILE ON SCREENING

SEARCH LITERATURE FILE ON SCREENING

One of the primary goals of Project SEARCH has been the development and implementation of the SEARCH Literature File on Screening. SEARCH staff members have spent several months collecting, sorting and evaluating the latest literature in the areas of Child Find. Utilizing computer technology, SEARCH has entered into a dissemination system that can span the entire country with the use of a simple terminal and phone line. Using a thesaurus of terms compiled by SEARCH staff, individuals can obtain a printout of abstracted articles on a variety of screening programs, health and developmental screening tests, and research findings regarding the effectiveness of various identification methods and procedures. Anyone interested in using the SEARCH Literature File on Screening may obtain a copy of the *Thesaurus and Directions for Computer Use* by contacting Patrick Cronin, Director of Project SEARCH, 254 Upton Avenue South, Minneapolis, Minnesota 55405.